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ABSTRACT

This report provides materials developed by a project to determine the extent to which the states are involved in school-sanctioned community service programs. Chapter 1 summarizes responses of state education agency (SEA) staff to a questionnaire that focused on permission for student participation in school-sanctioned community service programs, state policies relating to community service as part of the curriculum, state policies hampering efforts to implement community service programs, new community service initiatives being considered at the state level, SEA support for community service programs, and impact of recent education reforms on program implementation. Chapters 2, 3, and 4 list strategies for encouraging local education agencies to develop community service programs, issues to be addressed when developing a school-sanctioned community service program, and contact persons working with model programs identified by the SEA correspondents. Appendixes include the survey instrument, state policies and mandates affecting community service as part of the curriculum, and a listing of volunteer and service organizations. (YLB)

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SCHOOL-SANCTIONED COMMUNITY SERVICE
THE STATE PERSPECTIVE

The State Education Research Center

of the

Council of Chief State School Officers/National Association of State Boards of Education

for the

Ford Foundation

National Association of State Boards of Education

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School-Sanctioned Community Service
The State Perspective

by

Claire E. Cunningham

The State Education Research Center

of the

Council of Chief State School Officers/National
Association of State Boards of Education

for the

Ford Foundation

January 1986

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I. School-Sanctioned Community Service -- The State Perspective

INTRODUCTION

Students proceeding through the American public school system are provided with a wide range of learning tools — textbooks, films, computers, and personal recollections of teachers and peers. While acknowledging the value of these tools, some educators, social scientists, and others contend that standing alone these learning tools do not provide a complete educational experience. What is missing, they argue, is an opportunity for students to participate in and learn from events that are occurring in their own communities outside the classroom. At some point in the educational process, they believe, students should be encouraged (if not required) to leave the classroom in order to perform worthwhile tasks for the community. This type of experience, supporters contend, will provide students with a better understanding of their roles and responsibilities as citizens both now and in the future.

Responding to these arguments, some education policymakers are now allowing students to perform community service activities as an alternative to more traditional curriculum requirements. It is generally expected that by participating in community service activities, students will become more aware of and responsive to people, environments, and community needs to which they otherwise might never be exposed. Other important "by products" which might be realized through community service programs include improved school-community relations, students' improved sense of accomplishment and self-esteem, expanded career exploration

opportunities for students, and the completion of necessary tasks in the community.

Given the benefits which at least some policymakers believe can be gained through these initiatives, one might ask to what extent are the states involved in school-sanctioned community service programs. The Council of Chief State School Officers (CCSSO), in collaboration with the National Association of State Boards of Education (NASBE), has answered this question by conducting the project described below.1 This project was conducted under a grant from the Ford Foundation.

Methodology

With the assistance of an Advisory Panel consisting of state education agency (SEA) staff, state board of education representatives, and community service experts, CCSSO developed a questionnaire focusing on school-sanctioned community service programs. (A list of the Advisory Panelists is attached as Appendix A.) The questionnaire was organized around the following issues: 1) whether students are permitted to participate in any type of school-sanctioned community service program; 2) what state policies and mandates, if any, relate to community service as part of the curriculum; 3) what state policies and mandates might hamper efforts to implement community service programs; 4) what new community service initiatives are being considered at the state level; 5) what types of support SEAs demonstrate for community service programs; and 6) what impact recent education reforms might have on the implementation of community service programs. The questionnaire was distributed to the SEAs in the fifty states, the District of

Columbia, and the six extra-state jurisdictions. CCSSO received responses from 49 states, the District of Columbia, and Puerto Rico.2 A copy of the questionnaire is attached as Appendix B.

This report contains a summary of the SEAs' responses to the questionnaire. It also includes strategies for encouraging local education agencies (LEAs) to develop community service programs, issues to be addressed when developing a community service program, and a list of contact persons working with model programs identified by the SEA respondents.

ANALYSIS OF SURVEY RESPONSES

A. Are Students Permitted to Participate in School-Sanctioned Community Service Programs?

In Question #1 of the survey, SEA respondents were asked whether students in their states are permitted to participate in school-sanctioned community service programs: a) during school hours for academic credit; b) outside school hours for academic credit; c) during school hours although no academic credit is given; and/or d) outside school hours although no academic credit is given.

Thirty SEA respondents reported that their state laws/policies permit students to participate in all of the above types of programs. However, information obtained by project staff in follow-up telephone conversations with respondents suggests that in reality more than thirty states may allow all of these service programs. For example, at least two respondents answered in the negative to Question #1 (i.e., students are not permitted to participate in one or more of these types of programs) if LEAs are required to obtain special state approval or waivers before offering certain types of service programs. Other respondents answered in the negative since they were unaware of any such programs being offered or proposed in their states. These respondents were not aware of any state laws/policies prohibiting school-sanctioned community service programs. Consequently, in analyzing SEAs' responses to Question #1, project staff can safely conclude that in at least thirty states students are permitted to participate in all four types of programs identified.

The extent to which the school participates in community service programs can vary, depending on the type of program being implemented. For example, where academic credit is offered for community service activities, school personnel might be involved in identifying service opportunities, placing students in appropriate service positions, and determining whether students have met the community service course requirements. On the other hand, if no academic credit is given, the role of the school can be quite limited. This is particularly true for non-credit programs offered after school hours. For instance, in Hawaii and Tennessee the school serves primarily as an information center in this type of program. In other states allowing non-credit, after-school programs, school facilities may be used by parent and community groups to recruit student volunteers or by students for extra-curricular club activities involving community service.

As indicated below, whether for credit or non-credit, during or after school hours, the structure of community service programs is determined primarily at the local rather than the state level.

B. What State Policies/Mandates Affect School-Sanctioned Community Service Programs?

In this section of the questionnaire, SEAs were asked to identify state laws, policies, regulations, and guidelines relating to community service as part of the school curriculum. The SEAs' responses indicate that no state requires participation in a community service program for high school graduation.3 In fact, relatively few states have any type of statewide mandates relating to community service and the curriculum. Only ten SEAs reported such

written guidelines or mandates. Those ten responses are summarized below.

Connecticut—Students participate in community service activities through the Governor's Youth Action Program. They perform such activities as donating time in hospitals and organizing food banks. In 1980 the State Board of Education endorsed the concept of awarding academic credit for student volunteerism. A more detailed description of the Governor's Youth Action Program as well as a copy of the Board's endorsement are included in Appendix C.

Delaware—Local school districts may elect to participate in the Department of Public Instruction's Student Internship Program. In this Program, high school students work in the community without pay. Work is performed primarily after school hours with any release time requiring administrative approval. Participating school districts may grant elective credit on the basis of 135 hours of on-site experience. A program description as well as a copy of the Delaware State Board of Education/Department of Public Instruction certificate awarded to successful student interns are included in Appendix C.

District of Columbia—The District of Columbia's Community Laboratory Project sets out goals and guidelines for high school service learning programs. The Community Laboratory Project is currently being implemented at Banneker High School, Washington, D. C. Appendix C contains a detailed description of this Project provided by the D. C. Public Schools.

Louisiana—Louisiana schools wishing to add elective courses to their program of studies must apply through the local superintendent to the State Department of Education for approval. This procedure would be followed when adding an elective course which includes a community service component. (Presumably, other states not responding affirmatively to this segment of the community service questionnaire would also require state approval of proposed changes in the curriculum, including the addition of a community service program.)

Maryland—Maryland has the most specific state-level mandate governing school-sanctioned community service programs. A 1985 state regulation requires local school systems in Maryland to provide community service opportunities for elective credit. This mandate is part of a state by-law governing graduation requirements. Appendix C contains a copy of the regulation.

Montana—The Montana School Accreditation Standards, approved by the Board of Public Education, recommend that LEAs develop effective school-community partnerships. These partnerships could include community service activities. (The Standards do not specifically address community service as part of the school curriculum.) Similar ideas are expressed in a Position Paper on Community Education published by Montana's Office of Public Instruction in 1983.

Appendix C includes relevant excerpts from Montana's Standards and from the 1983 Position Paper.

New Hampshire—In 1978 the State Department of Education developed a set of suggestions relating to academic credit and work experience. These suggestions address such issues as information to be provided to students, criteria for awarding credit, and criteria for placement and program operation. While not developed specifically for community service programs, these suggestions would be appropriate guides for LEAs' developing community service initiatives. The suggestions are included in Appendix C.

New Jersey—The New Jersey Department of Education has developed guidelines for alternative education programs, including community service programs. The guidelines discuss a variety of ways in which students can meet state and local education requirements and describe alternative education programs currently operating in New Jersey. An excerpt from these guidelines appears in Appendix C.

North Carolina—The State Board of Education sanctioned a 1983 report entitled, "Service Learning—A Report from the Governor's Advisory Committee to Study Academic Credit for High School Volunteerism." The report includes background, program descriptions, and guidelines concerning a variety of service learning options, including community volunteer service/leadership programs. A copy of the report is included in Appendix C.

Vermont—Under the Standards for Approving Vermont's Public Schools, students must complete a research or citizenship project. Although these projects do not mandate community service, frequently students fulfill this requirement by performing community service activities. Relevant excerpts from Vermont's Standards are included in Appendix C.

As the SEA responses to this segment of the survey indicate, few states have state-level policies or mandates directly relating to community service as part of the school curriculum. The absence of such state policies and mandates, however, does not preclude LEAs from developing and implementing service programs. Except in Maryland, the existence or non-existence of school-sanctioned community service programs appears to be largely a matter of local policy. Furthermore, LEAs electing to develop community service programs usually have a significant amount of latitude in structuring the programs they offer to their students. Local discretion,

however, is not unlimited. As the following discussion illustrates, LEAs may encounter obstacles to some types of community service programs.

C. Potential Impediments to Community Service Programs

Although they do not address community service specifically, state policies and mandates may unintentionally hamper LEA efforts to implement community service programs. Therefore, in the project survey, SEAs were asked to identify statewide laws, policies, regulations, and guidelines that might affect work/volunteer activities performed by students outside the classroom. More specifically, the survey question addressed: a) state requirements concerning types of job placements for students; b) wage/hour requirements; c) health/safety regulations; d) insurance; e) students' transportation to and from jobs; f) number of hours students must spend in the classroom in order to fulfill high school graduation requirements; g) number of courses students must complete in order to fulfill graduation requirements; and h) other.

Forty-two SEAs responding to the questionnaire indicated that they had statewide mandates falling within at least one of the above categories. Eight of these states concluded that such mandates might hamper (either intentionally or unintentionally) LEA efforts to implement community service programs. South Carolina suggested that state requirements concerning the minimum length of each school day might unintentionally prevent student participation during the school day. A similar result reportedly might result under Montana's length

of school day requirements unless the service activities qualify as "instructional time" by being offered for academic credit and under school supervision. In discussing its instructional time regulations, Indiana reported that although waivers could be sought for programs or individuals, "the necessity to prosecute a waiver is discouraging." In a similar vein, Minnesota suggested that by requiring state approval for community-based programs in excess of one hour per day, its regulation can discourage rather than encourage community service programs.

Other potential regulatory deterrents to community service initiatives identified by the SEA respondents included funding determinations based on the number of students present in the classroom (e.g., Georgia), minimum number of class periods required per day (e.g., Idaho) and increased number of required courses (e.g., Texas). Maryland suggested that some regulations might provide an excuse not to participate in community service activities for those not wishing to participate anyway.

Question 8 of the project survey addressed a second type of unintended yet possible impediment to school-sanctioned community service programs--recent education reforms. The SEAs were asked whether recent education reforms had "reduced or otherwise affected students' opportunities to participate" in community service programs.

Ten states reported that recent education reforms could reduce student participation in these programs. Colorado, Montana, and

Pennsylvania suggested that increased graduation requirements in their states have resulted in fewer elective options for students. With less flexibility in their schedules, students may be less likely to participate in community service activities during regular school hours unless the activities are one component of an instructional program.

Idaho agreed that education reforms have reduced students' community service opportunities: "What used to be a very open door policy for seniors who had completed graduation requirements is now rather closed because of the six period day minimum for all students." Although for different reasons, Hawaii also foresees the possibility of a reduction in student community service participation: "[T]he establishment of an academic standard for participation in co-curricular activities and the possibility of multiple diplomas (regular, distinguished, etc.) could inhibit participation in community service programs." Alabama, Indiana, North Carolina, Texas, and Virginia also reported that although they do not prohibit community service participation, recent education reforms governing such issues as the number of required courses, limitations on out-of-class activities, and/or minimum length of the instructional school day might reduce students' opportunities to participate.

On the other hand, Maryland, Massachusetts, and Vermont indicated that their state education reforms could <u>increase</u> student participation in service programs. In Maryland, for instance, since LEAs must now offer community service opportunities for academic

credit, students are more likely to take advantage of service opportunities.

Several states reported that no data are yet available to assess the impact of recent reforms on student participation rates.

D. SEA Support for Community Service Programs

More than half of the states responding to the questionnaire reported that their SEAs demonstrate moral support for school-sanctioned community service programs. For example, SEA officials might demonstrate moral support by endorsing community service initiatives in public speeches. The Michigan Department of Education demonstrates its support each year by sponsoring 70-75 Student Leadership Forums. At these Forums, students are encouraged to become involved in school-community service projects.

Although more than half of the respondents reportedly demonstrate moral support for community service programs, far fewer states provide other types of SEA support for these programs. For instance, if financial support is provided for community service at all, it is generally provided indirectly through community education funds (e.g., Alaska) or general state aid with no special categorical funding (e.g., Maryland, Rhode Island).

Only seven states reported that they have SEA staff assigned to organize/coordinate community service--Alaska (through community education), Connecticut, Kentucky, Louisiana (through adult and

community education), Maine, Vermont, and Virginia (through an annual United Way Campaign within the SEA only). Maryland reported that no SEA staff has yet been so assigned. Several of these respondents had also reported elsewhere in the questionnaire that community service initiatives were being developed or were already quite common in their states.

E. New Community Service Initiatives

In Question 7, the SEAs were asked to describe any plans being developed or considered by the SEA that might ultimately govern school-sanctioned community service programs in their states. Six SEAs reported plans at various stages of development. Alaska, for example, describes its efforts as being at the "idea and concept stage"; the District of Columbia hopes to expand the community service program already in place at Banneker High School to other schools in the District.

In Hawaii, community service has been identified as "a vital ingredient in the educational experiences of students". The level and scope of student participation in school and community service will be assessed in the spring of 1986. In addition, inservice training to help Hawaii's teachers incorporate community service into the curriculum is being planned for January of 1986.

Maine's Office of School Volunteer Programs has decided that encouraging student volunteer programs of all types should be a priority during the next two years. Organized student volunteer

programs (which are still quite new to Maine) are, therefore, expected to be developed in the coming years.

New York reported that while no state-level community service plans are being considered, recently-enacted regulations give LEAs flexibility enabling them to incorporate community service into the curriculum. Consequently, more programs may be developing at the local level.

In the Ohio State Board of Education's Master Plan for Excellence, the following paragraph was presented to the Governor and General Assembly:

1. Provide opportunities for community work by high school students.

   The ability to function effectively is developed not only from the knowledge derived through formalized education but also from the experiences gained through direct participation in the community. Therefore, providing an opportuniy for all high-school students to render some type of community service should be considered. This service, which could be delivered through existing curricular or cocurricular programs, should be planned, coordinated, supervised, and evaluated. A written plan for 100 hours of service during this high school experience with parental approval could be a model. Community service is traditionally defined as giving time to help others for no monetary reward through organizations such as hospitals, schools, churches, and other public and social service organizations. Community service helps the volunteer develop feelings of self-confidence and gain a sense of accomplishment while providing needed services. The role of community service in existing extracurricular organizations could be expanded to help encourage more students to volunteer their services.

CONCLUSION

Responses to the CCSSO questionnaire as well as follow-up telephone conversations with SEA respondents indicate that few states

have any statewide mandates or policies relating to community service as part of the curriculum. No state requires community service participation for high school graduation; only Maryland requires LEAs to offer community service opportunities for elective credit.

Although LEAs have a significant amount of latitude with respect to community service initiatives, their discretion is not unlimited. LEA efforts to implement community service programs may be unintentionally hampered by statewide mandates and policies which do not specifically address community service issues. Increases in the number of required academic courses and restrictions on out-of-classroom activities, for example, can reduce flexibility in students' schedules, thereby reducing their opportunities to perform community service activities. To some extent, therefore, the future of school-sanctioned community service programs may depend on educators' ability and willingness to reconcile community service interests with more stringent academic, in-class requirements.

Footnotes

1 For purposes of this project, "school-sanctioned community service" includes those programs in which students, with formal school approval or participation, work for agencies and organizations serving the social, environmental, and/or human needs of the community. Participants in these programs do not receive any salary or wages, although they may receive facilitative compensation such as transportation costs. Academic credit may or may not be awarded. This CCSSO/NASBE project focused on projects designed primarily to benefit the community and to increase students' sense of responsibility to the community.

2 In order to achieve the highest response rate possible, project staff notified SEAs via electronic mail that CCSSO, in collaboration with NASBE, would be conducting a project focusing on school-sanctioned community service programs and that a questionnaire addressing these issues would be sent to them shortly. The project questionnaire was subsequently sent via the U. S. Postal Service to the chief state school officer and Committee on Evaluation and Information Systems coordinator in each SEA. Telephone and/or written "reminders" were given to SEAs not responding to the questionnaire by the November 1st deadline. Project staff believe the responses received provide an accurate assessment of the status of school-sanctioned community service programs across the country.

3 Although no state requires community service participation for high school graduation, local school districts may have such a requirement (e.g., Atlanta, Georgia).

SUMMARY OF SURVEY RESPONSES

STATES

SURVEY QUESTIONS	AL	AK	AS	AZ	AR	CA	CO	CT	DE	DC	FL	GA	GU	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
1. Are students in your state permitted to participate in school sanctioned community service programs:																												
a) during school hours for academic credit?																												
YES		X		X	X	X	X	X	X	X		X			X	X		X		X	X	X	X	X	X	X	
NO	X										X			X			X										X	
NO RESPONSE																												
b) outside school hours for academic credit?																												
YES		X		X	X	X	X	X	X	X		X			X	X		X		X	X	X	X	X	X	X	
NO	X										X			X			X										X	
NO RESPONSE																												
c) during school hours although no academic credit is given for the activities?																												
YES		X		X	X	X	X	X				X			X	X		X		X		X	X	X	X	X	
NO	X								X	X	X			X			X				X						X	
NO RESPONSE																												
d) outside school hours although no academic credit is given?																												
YES	X	X		X		X	X	X	X		X	X		X	X	X	X	X		X	X	X	X	X	X	X	
NO					X					X																		
NO RESPONSE																												
2. Does your state have any written law/ policy/regulation/guideline relating to the provision of community service programs as part of the school curriculum?																												
YES								X	X	X											X		X				
NO	X	X		X	X	X	X				X	X		X	X	X	X	X		X		X		X	X	X	X	
NO RESPONSE																												

See footnotes attached to this chart.

SURVEY QUESTIONS

1. Are students in your state permitted to participate in school sanctioned community service programs:

   a) during school hours for academic credit?
   - YES
   - NO
   - NO RESPONSE

   b) outside school hours for academic credit?
   - YES
   - NO
   - NO RESPONSE

   c) during school hours although no academic credit is given for the activities?
   - YES
   - NO
   - NO RESPONSE

   d) outside school hours although no academic credit is given?
   - YES
   - NO
   - NO RESPONSE

2. Does your state have any written law/policy/regulation/guideline relating to the provision of community service programs as part of the school curriculum?
   - YES
   - NO
   - NO RESPONSE

STATES

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	NMI	OH	OK	OR	PA	PR	RI	SC	SD	TN	TX	TT	UT	VT	VA	VI	WA	WV	WI	WY
1a YES	X	X	X	X	X	X	X	X			X			X		X				X		X	X	X		X		X	X
1a NO									X			X					X	X	X								X		
1a NO RESPONSE																													
1b YES	X	X	X	X	X	X	X	X			X			X		X				X		X	X	X		X		X	X
1b NO									X			X					X	X	X								X	X	
1b NO RESPONSE																													
1c YES	X	X	X	X	X	X	X	X	X		X	X		X		X				X			X	X		X		X	X
1c NO																	X	X	X			X					X		
1c NO RESPONSE																													
1d YES	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X		X	X	X		X	X	X	X
1d NO																													
1d NO RESPONSE																													
2 YES	X			X	X			X															X						
2 NO		X	X			X	X		X		X	X		X		X	X	X	X	X		X		X		X	X	X	X
2 NO RESPONSE																													

SURVEY QUESTIONS

3. If your state does not have any laws/policies/regulations/guidelines relating to the provision of community service programs as part of the school curriculum, are school districts precluded from offering such programs?

   YES
   NO
   NOT APPLICABLE
   NO RESPONSE

4. Although they may not mention community service programs specifically, some state policies and mandates affecting work/volunteer activities performed by students outside the classroom may affect community service programs. Does your state have any statewide law/policy/regulation/guideline governing:

   a) types of job placements (e.g., nonprofit/profit)?

      YES
      NO
      NO RESPONSE

   b) wage/hour requirements?

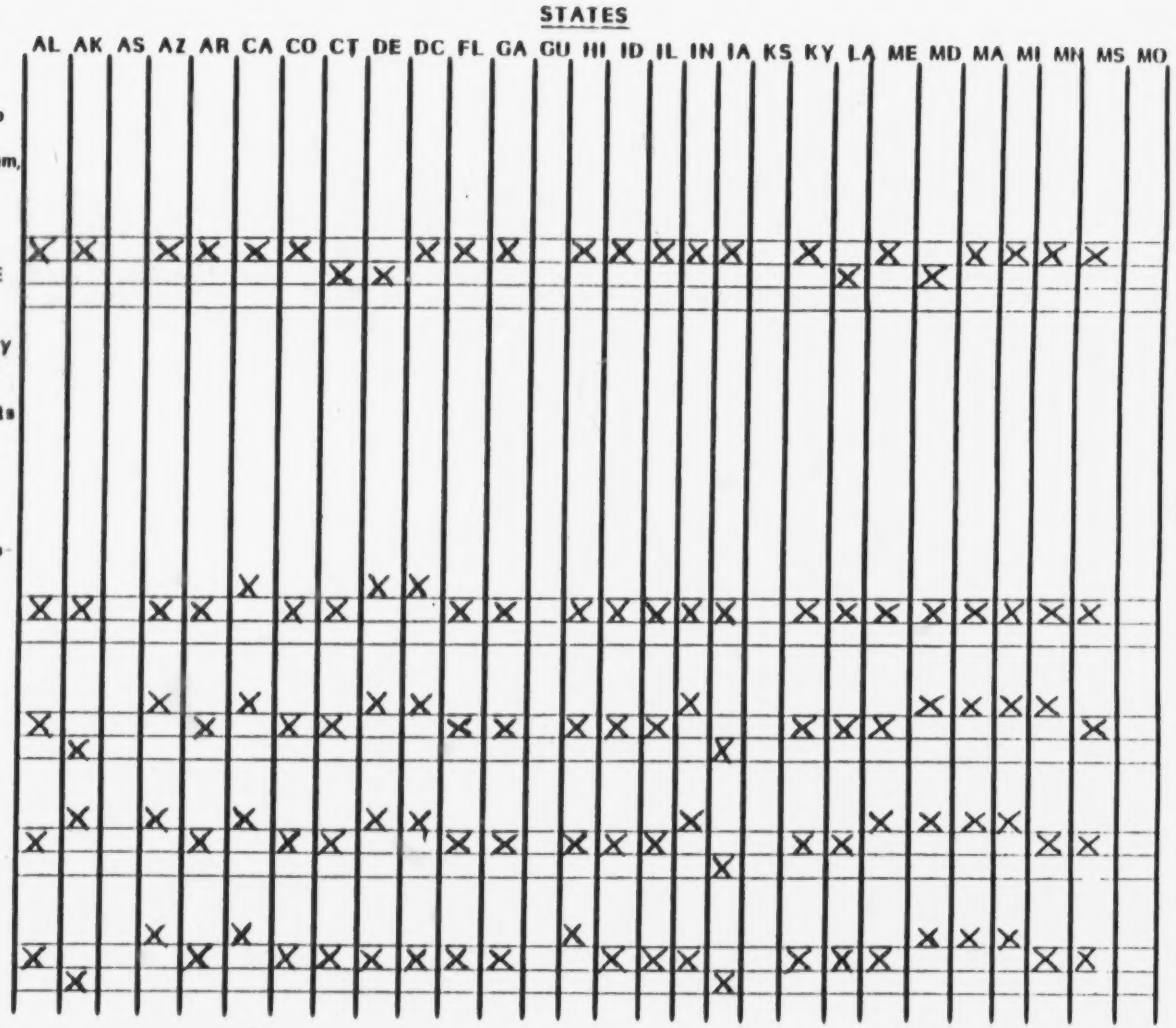
      YES
      NO
      NO RESPONSE

   c) health/safety regulations?

      YES
      NO
      NO RESPONSE

   d) insurance?

      YES
      NO
      NO RESPONSE



SURVEY QUESTIONS

3. If your state does not have any laws/policies/regulations/guidelines relating to the provision of community service programs as part of the school curriculum, are school districts precluded from offering such programs?
   - YES
   - NO
   - NOT APPLICABLE
   - NO RESPONSE

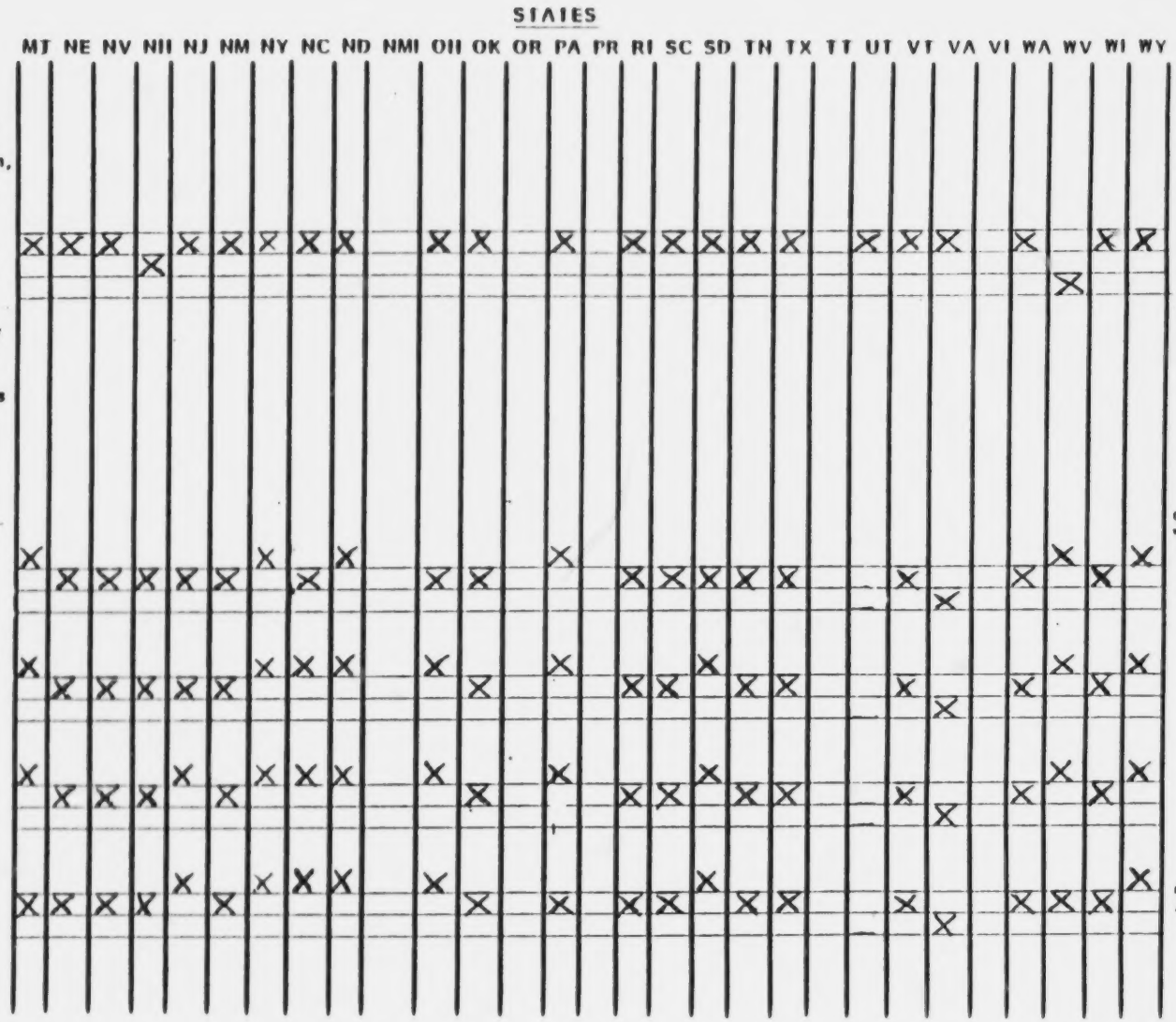
4. Although they may not mention community service programs specifically, some state policies and mandates affecting work/volunteer activities performed by students outside the classroom may affect community service programs. Does your state have any statewide law/policy/regulation/guideline governing:

   a) types of job placements (e.g., nonprofit/profit)?
      - YES
      - NO
      - NO RESPONSE

   b) wage/hour requirements?
      - YES
      - NO
      - NO RESPONSE

   c) health/safety regulations?
      - YES
      - NO
      - NO RESPONSE

   d) insurance?
      - YES
      - NO
      - NO RESPONSE



SURVEY QUESTIONS

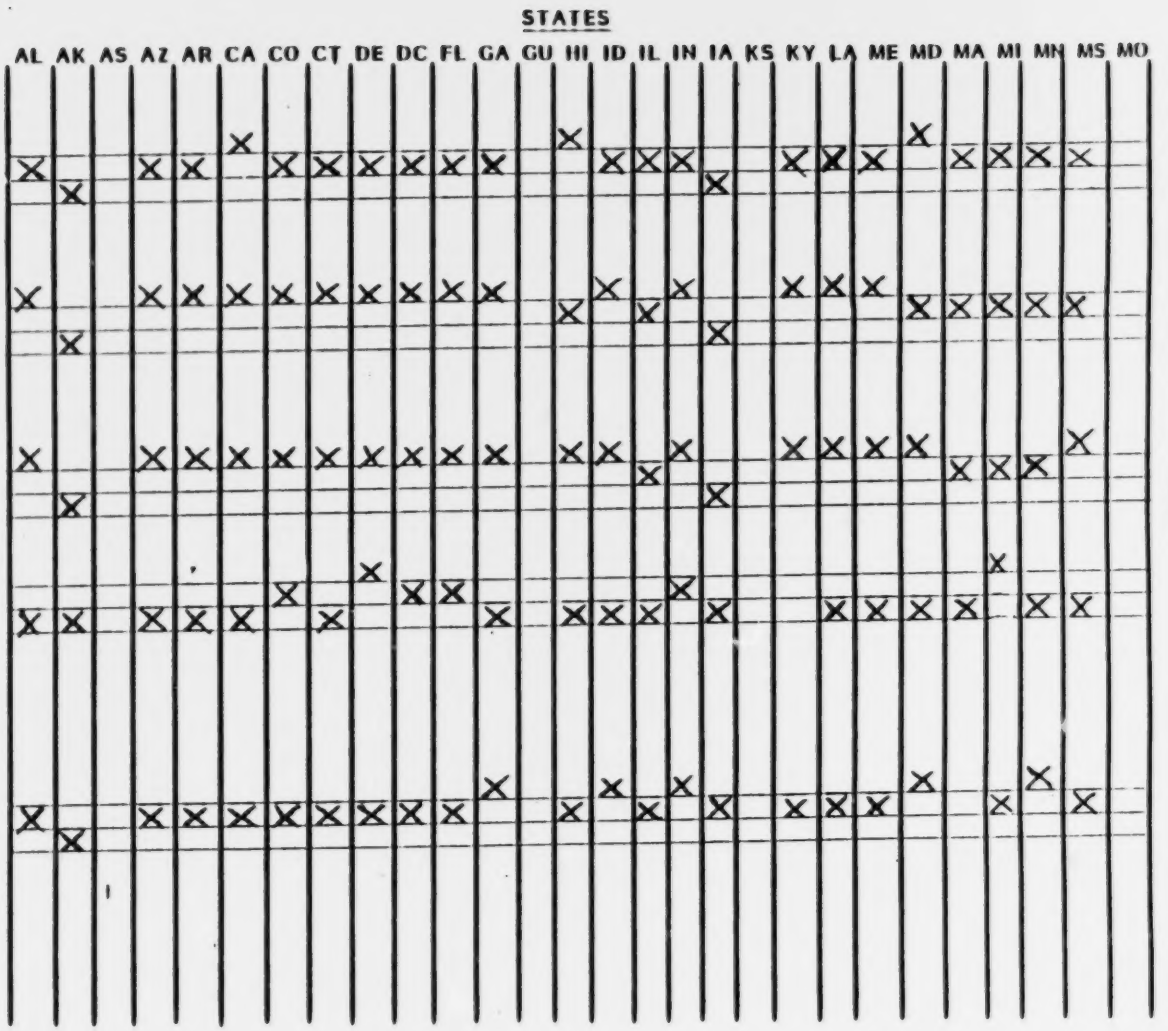
e) students' transportation to and from jobs?
- YES
- NO
- NO RESPONSE

f) number of hours students must spend in the classroom in order to fulfill high school graduation requirements?
- YES
- NO
- NO RESPONSE

g) number of courses students must complete in order to fulfill high school graduation requirements?
- YES
- NO
- NO RESPONSE

h) other?
- YES
- NO
- NO RESPONSE

5. Do you believe that these or other state policies and mandates hamper (either intentionally or unintentionally) school districts' efforts to implement community service programs as part of the school curriculum?
- YES
- NO
- NO RESPONSE



SURVEY QUESTIONS

e) students' transportation to and from jobs?

YES
NO
NO RESPONSE

f) number of hours students must spend in the classroom in order to fulfill high school graduation requirements?

YES
NO
NO RESPONSE

g) number of courses students must complete in order to fulfill high school graduation requirements?

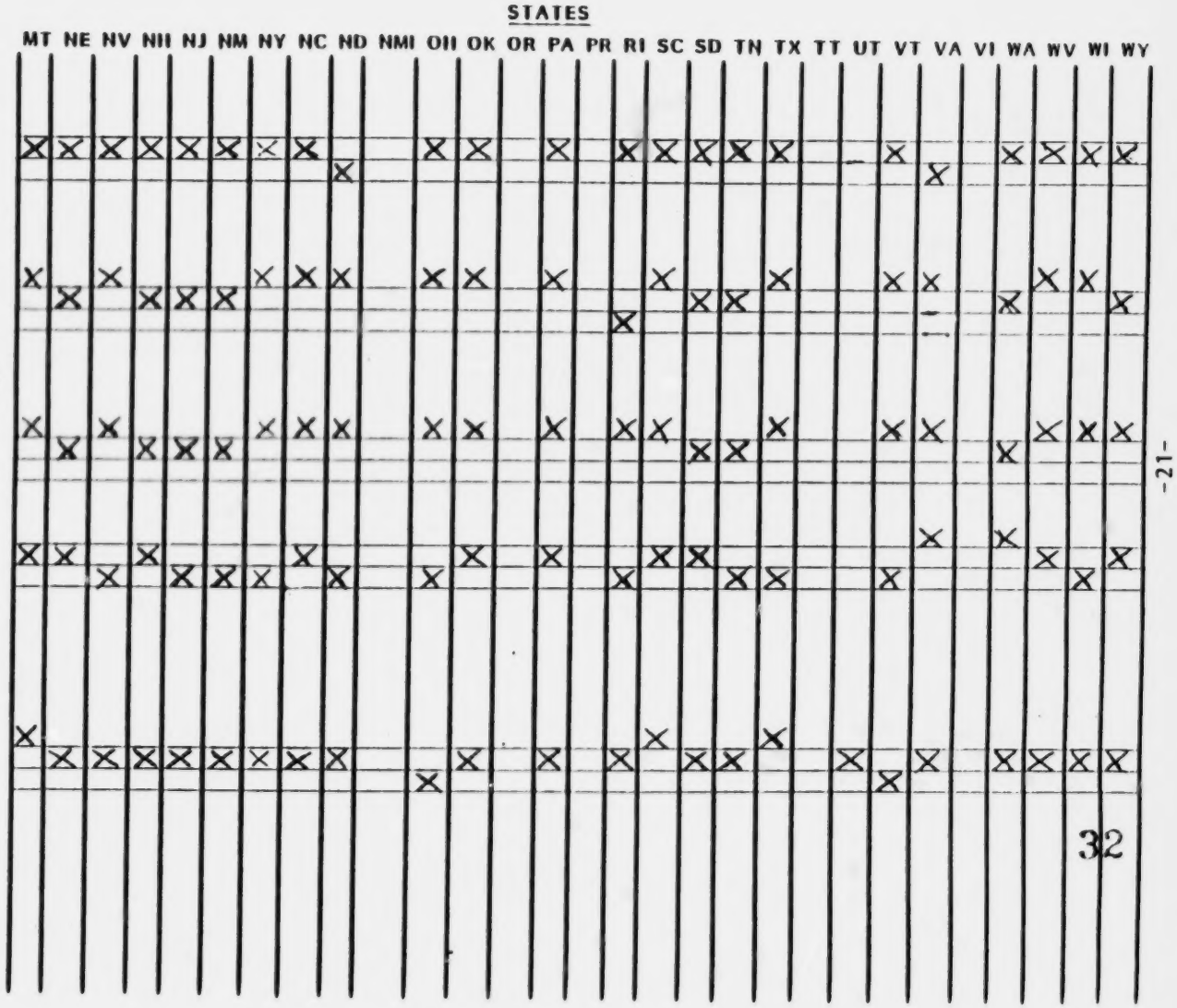
YES
NO
NO RESPONSE

h) other?

YES
NO
NO RESPONSE

5. Do you believe that these or other state policies and mandates hamper (either intentionally or unintentionally) school districts' efforts to implement community service programs as part of the school curriculum?

YES
NO
NO RESPONSE



SURVEY QUESTIONS

6. Does your state education agency (SEA) provide the following types of support for community service programs:

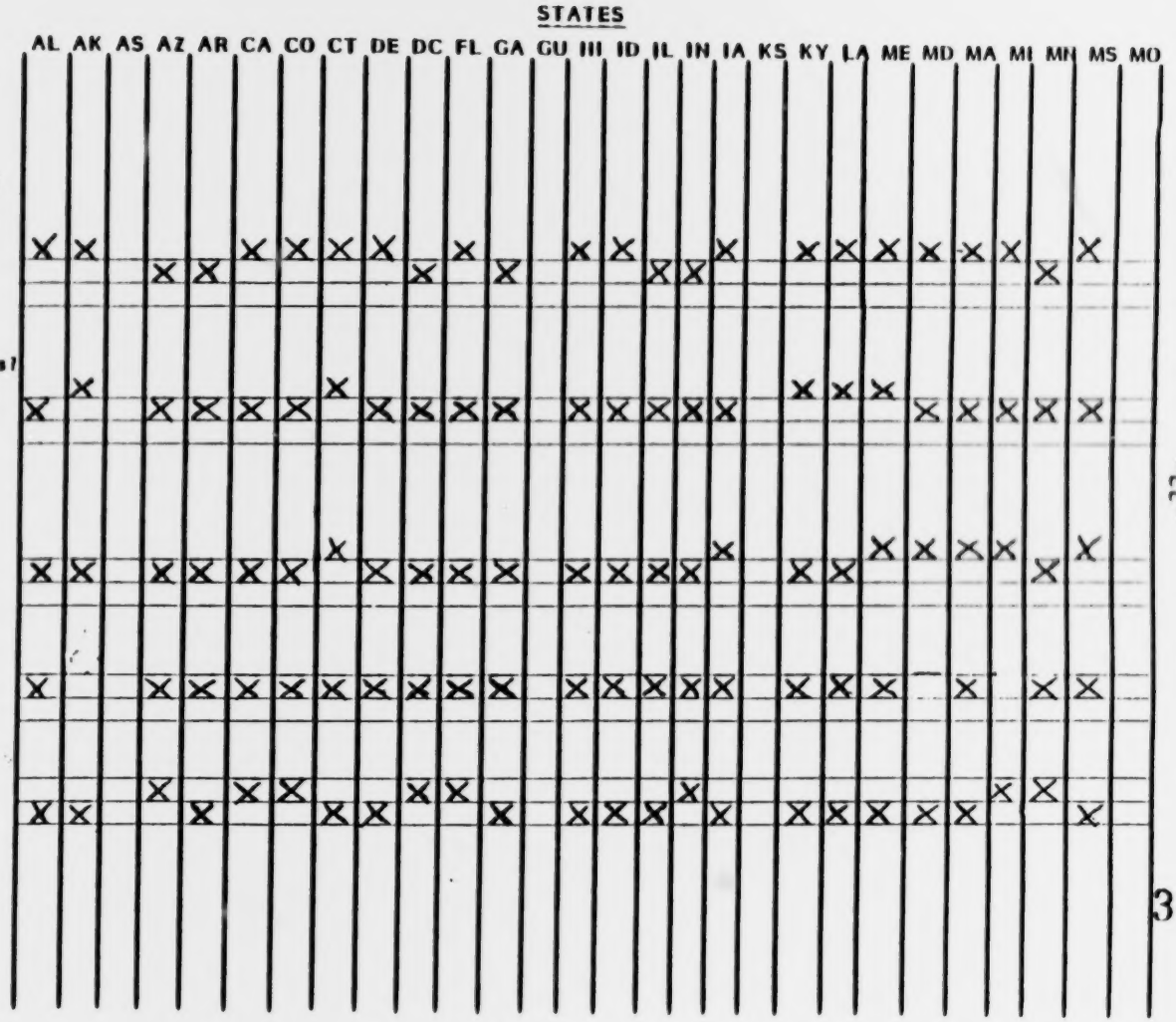
a) moral support (e.g., endorsements of community service programs in speeches by SEA officials)?
YES
NO
NO RESPONSE

b) SEA staff assigned to organize/ coordinate community service programs?
YES
NO
NO RESPONSE

c) publications concerning community service programs written and/or disseminated by SEA?
YES
NO
NO RESPONSE

d) financial assistance?
YES
NO
NO RESPONSE

e) other?
YES
NO
NO RESPONSE



SURVEY QUESTIONS

6. Does your state education agency (SEA) provide the following types of support for community service programs:

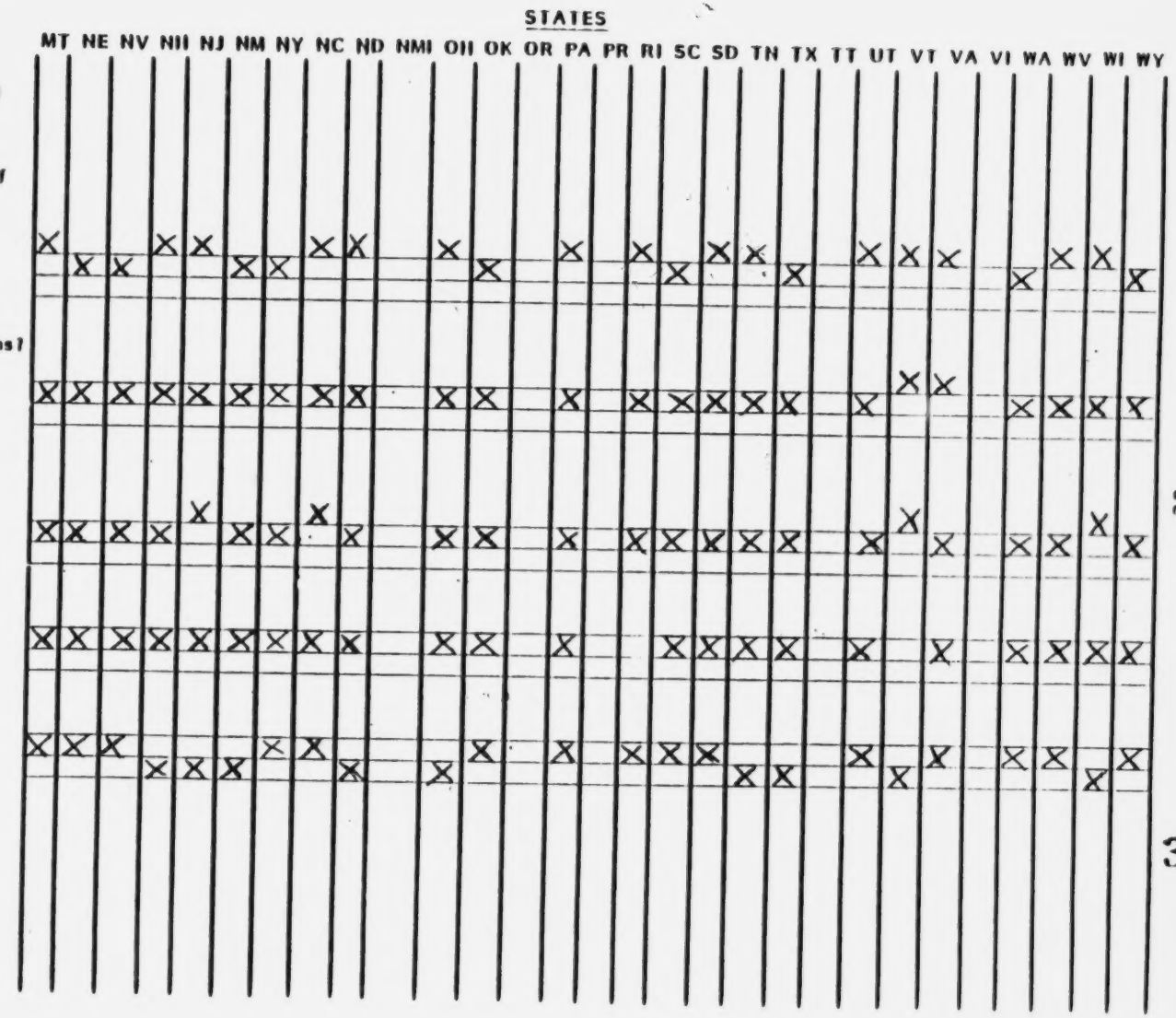
   a) moral support (e.g., endorsements of community service programs in speeches by SEA officials)?
      YES
      NO
      NO RESPONSE

   b) SEA staff assigned to organize/ coordinate community service programs?
      YES
      NO
      NO RESPONSE

   c) publications concerning community service programs written and/or disseminated by SEA?
      YES
      NO
      NO RESPONSE

   d) financial assistance?
      YES
      NO
      NO RESPONSE

   e) other?
      YES
      NO
      NO RESPONSE



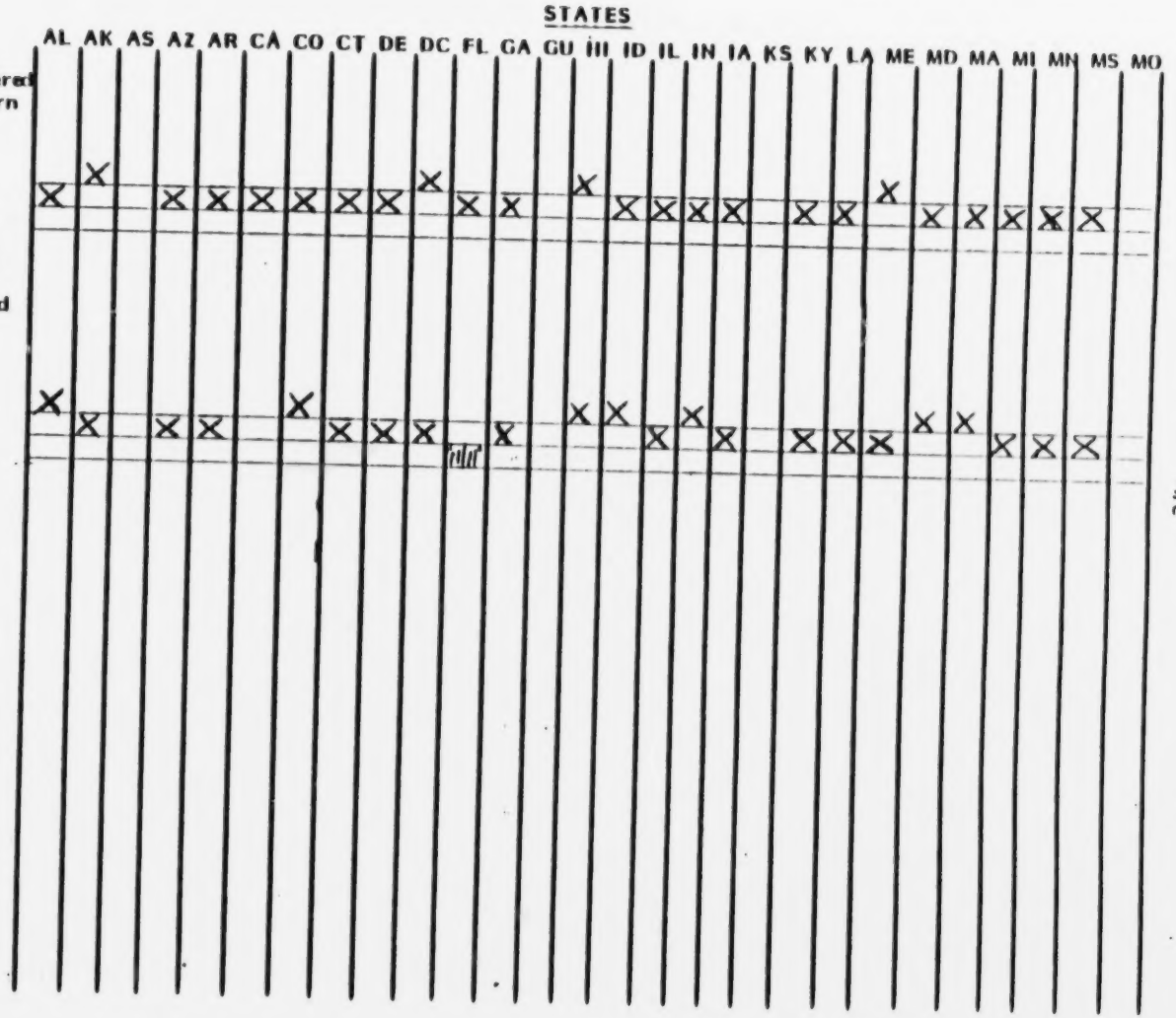
SURVEY QUESTIONS

7. Are any plans being developed/considered by the SEA that might ultimately govern school-sanctioned community service programs in your state?

   YES
   NO
   NO RESPONSE

8. If school-sanctioned community service programs are permitted, have recent education reforms in your state reduced or otherwise affected students' opportunities to participate in these programs?

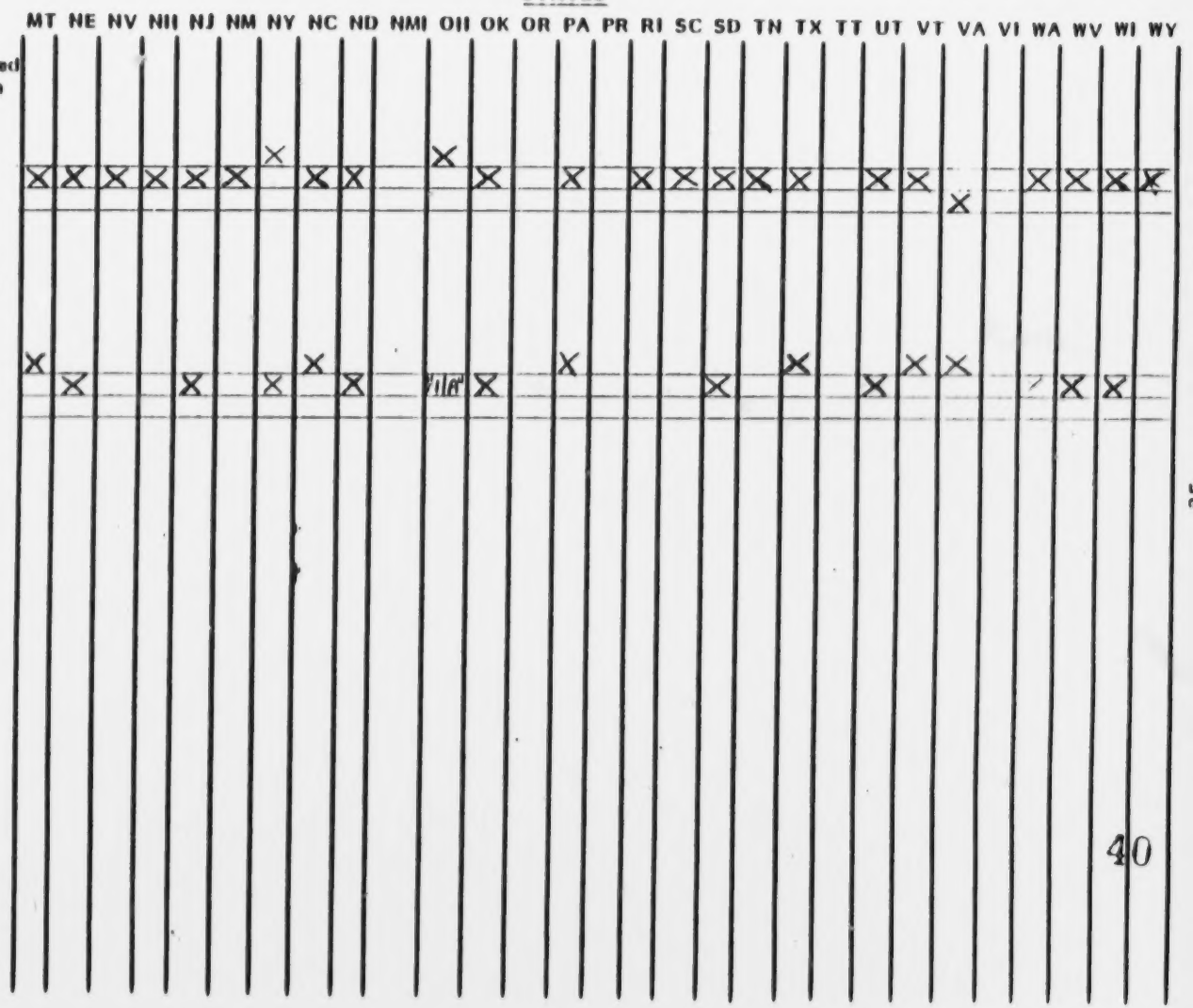
   YES
   NO
   NO RESPONSE



SURVEY QUESTIONS

7. Are any plans being developed/considered by the SEA that might ultimately govern school-sanctioned community service programs in your state?
   - YES
   - NO
   - NO RESPONSE

8. If school-sanctioned community service programs are permitted, have recent education reforms in your state reduced or otherwise affected students' opportunities to participate in these programs?
   - YES
   - NO
   - NO RESPONSE



Alaska

Question 6(d): Through community education.

American Samoa

No response received.

California

Question 8: No data available; emphasis on academics might reduce students' opportunities to participate.

Colorado

Question 8: Increased graduation requirements have reduced elective options for students.

Delaware

Question 4(h): Delaware attached a copy of its mandates concerning the issuance of employment certificates. Delaware indicated that these mandates did not hamper LEA efforts to implement community service as part of the curriculum.

Georgia

Question 5: Where funding is determined by the number of students in class, LEAs might be reluctant to release students during school hours for community service activities.

Guam

No response received.

Hawaii

Question 8: The establishment of an academic standard for participation in co-curricular activities and the possibility of multiple diplomas (e.g., regular, distinguished) could inhibit participation in community service programs.

Idaho

Questions 5 and 8: Students must be in attendance at school six periods per day unless a board exception is made.

Indiana

Questions 5 and 8: The State Board of Education requires every student to attend school for a full day. Although waivers may be sought for programs or individual students, the need to prosecute a waiver is discouraging.

Kansas

Kansas did not return a completed questionnaire. Rather, the Kansas Department of Education responded: "As of October, 1985, the state has not been involved with programs designed to benefit the communities through the increase of students' participation in community services." School-sanctioned community service programs in Kansas are a matter of local policy.

Kentucky

Question 4(h): Kentucky attached a copy of its brochure entitled, "New Curriculum Requirements--A Summary". Kentucky indicated that these and other state mandates do not hamper LEA efforts to implement community service as part of the curriculum.

Maryland

Question 5: State policies/mandates sometimes provide an excuse to not engage in community service for those who do not wish to do it anyway.

Question 6(d): No categorical assistance is provided but general state aid may be spent on community service programs.

Question 8: Students' opportunities to participate in community service have increased since community service must be offered as an elective.

Massachusetts

Question 5: No data available to determine whether state policies/mandates hamper LEA efforts to implement community service as part of the curriculum.

Question 8: Recent education reforms have the potential for increasing students' opportunities to participate in community service programs as the number of school-business partnerships increases and as funds are put into LEAs promoting alternative education programs (which often emphasize community service activities).

Michigan

Question 4(h): Completion of a one semester course in civics is required.

Question 6(d): Indirect assistance only.

Minnesota

Question 5: State approval of community-based programs in excess of one hour per day might discourage community service programs.

Missouri

Missouri reported that no data is available concerning the issues addressed in the questionnaire.

Montana

Question 5: State requirements concerning minimum length of the school day might hamper community service programs unless the activity qualifies as "instructional time".

Question 8: Recent reforms concerning graduation requirements may reduce students' participation unless the activity is part of an instructional program. Additional graduation requirements might also lessen a school's willingness to embark on community service programs as extracurricular activities.

Nevada

Question 8: No data available.

New Hampshire

Question 8: No data available.

New Mexico

Question 8: No data available.

North Carolina

Question 8: Recent action by the State Board of Education requiring that students be afforded 5 1/2 hours of instruction per day is likely to have a chilling effect on community service programs which are carried out during the school day.

Northern Mariana Islands

No response received.

Oregon

No response received.

Pennsylvania

Question 8: The increase in state graduation requirements from 13 to 21 and the introduction of specific subject requirements would limit students' participation during the school day. They would probably not have much effect on students' out-of-school experiences.

Puerto Rico

Puerto Rico reported that the Puerto Rico Department of Education does not have school-sanctioned community service programs. A completed questionnaire was not returned to CCSSO.

Rhode Island

Question 6(d): No special categorical funding.

Question 8: No evidence of effects of education reforms yet. However, increased graduation requirements are likely to leave less time for community service programs unless offered for credit. Also, increased graduation requirements may not really affect some students involved in community service if they were already covering the "increased" requirements in their program of study.

South Carolina

Question 5: The state policy concerning length of school day might unintentionally prevent student participation during the school day.

Question 8: No data is yet available.

Tennessee

Question 8: As part of the education reform initiative, each school system is being asked to appoint a lay citizen-dominated task force to assist its Board of Education and school administrators in establishing goals for the system. The task forces are often serving in a liaison capacity between the school system and the community. It can be anticipated that task forces may investigate community service program options and make recommendations to the Board of Education.

Texas

Questions 5 and 8: Limitations on the amount of time students can be out of the classroom and an increase in the number of required courses might limit students' opportunities to participate in community service programs.

Trust Territories

No response received.

Utah

Question 4: Utah attached its statutes relating to volunteers and voluntary activities. However, Utah did not indicate that these statutes hampered LEA efforts to implement community service programs as part of the curriculum.

Vermont

Question 6(d): Minimal financial assistance.

Question 8: By requiring students to complete research or citizenship participation projects, the *Standards for Approving Vermont's Public Schools* could increase students' opportunities to participate in community service activities.

Virgin Islands

No response received.

Virginia

Question 8: Recent increases in graduation requirements as well as an emphasis on minimizing classroom interruptions and interferences with required instruction programs may have some marginal effect.

Washington

Question 4(h): The state has regulations governing the total number of credits students must complete in order to fulfill high school graduation requirements and the subject areas which must be covered. Washington did not indicate that these regulations hamper LEA efforts to implement community service programs as part of the curriculum.

Wyoming

Question 8: No data available.

II. Strategies for Encouraging Local Education Agencies to Develop Community Service Programs

STRATEGIES FOR ENCOURAGING/ASSISTING LEAs IN THE DEVELOPMENT OF COMMUNITY SERVICE PROGRAMS

As indicated previously in this report, school-sanctioned community service programs are primarily a matter of local policy. State education agencies (SEAs) and State Boards of Education may, however, wish to take steps designed to encourage and/or assist local education agencies (LEAs) in the development of such programs. In doing so, state-level policymakers should try to create incentives for LEAs and remove obstacles hampering their efforts to develop, implement, and expand effective service programs. The following suggested strategies have been compiled for the benefit of education policymakers choosing to assist or encourage LEAs in their community service initiatives. The strategies are based on information distilled from project staff's research as well as discussions with the Advisory Panelists, other community service specialists, and SEA staff.

- Develop and disseminate written policies endorsing community service as part of the school curriculum.
- Demonstrate moral support for community service programs (e.g., endorse community service initiatives in SEA and State Board speeches and publications).
- Assign SEA staff to assist in organizing and coordinating local community service programs. While program development and implementation will most likely remain local issues, SEA staff can act as liaison among local programs, provide guidance on state-level curriculum requirements, and provide other types of technical assistance and coordination activities.
- Highlight existing community service programs in SEA and State Board newsletters. The articles should include program descriptions as well as the names and telephone numbers of persons able to provide additional program-specific information.
- Provide inservice training/staff development seminars focusing on ways to incorporate community service into the curriculum.

Once introduced to the idea, local staff are likely to develop new and creative ways of addressing community needs through students' curriculum-related activities.

- Organize and maintain a clearinghouse of community service programs, publications, and service opportunities available in the state. This clearinghouse will provide a valuable resource for LEA personnel seeking to develop or expand their community service efforts.

- Sponsor conferences focusing on strategies for improving school-community relationships. Through SEA and LEA representatives, students, and community-based employers, illustrate at the conferences ways in which school-sanctioned community service programs can benefit both the student and the community.

- Provide direct technical assistance or act as liaison for LEAs seeking assistance in developing community service initiatives.

- Assist in developing public television "spots" highlighting the benefits of school-sanctioned community service programs.

- Make videotapes and other resource materials discussing examples and benefits of community service available to LEAs. These resource materials could be housed at the clearinghouse described above.

- Require LEAs to offer community service for elective academic credit. Maryland's by-law might serve as a model for this type of initiative.

- Assist LEAs in periodically evaluating their community service programs. Guidelines or evaluation instruments could be developed to assist in program evaluations by LEA staff, students, and employers.

- Offer grants to LEAs for developing community service programs. Even small grants can provide incentive for LEAs to develop effective programs. State grants might also enable LEAs wishing to develop community service programs but lacking sufficient local funds to develop programs.

III. Issues to be Addressed When Developing A Community Service Program

ISSUES TO BE ADDRESSED WHEN DEVELOPING A SCHOOL-SANCTIONED COMMUNITY SERVICE PROGRAM

At the outset of this project, CCSSO project staff had intended to develop model regulations that could be adopted by states electing to develop school-sanctioned community service programs. However, after reviewing SEA responses to the project questionnaire and assessing the degree of state-level participation in existing community service initiatives, project staff and its Advisory Panel concluded that the development of model state regulations would be neither useful nor desirable. (As one state indicated in its response to the project questionnaire, "The Education Department is not considering or developing plans in regard to governance of school-sanctioned community service. These are local options for which a state system of governance would not be useful.") Recognizing the wide range of school-sanctioned community service program options available, the various agency configurations existing within LEAs and SEAs, and the apparent desire to keep community service programs a matter of local policy, the development of comprehensive state regulations would not be a worthwhile or perhaps even feasible endeavor.

Although the development of precise regulatory language is best left to individual state and local policymakers, information derived from existing community service programs suggests that in developing any type of service program certain facts must be realized and certain questions addressed in order to better ensure the success of the program. A list of such facts and issues generated by project staff and the Advisory Panel is provided below.

Experience has shown that programs are more readily accepted and more likely to succeed if:

- Policymakers and program administrators ensure that the service opportunities provide worthwhile learning experiences for the students. Community service programs should not simply be out-of-class activities which may or may not have educational value, nor should they be designed solely to provide a low-cost mechanism for accomplishing tasks in the community.

- Policymakers and program administrators should ensure that students performing community service activities do not displace paid employees.

- Policymakers and program administrators should be cognizant of labor unions' responses to student workers. Steps should be taken to avoid potential conflicts (e.g., make sure students do not displace union employees).

- Policymakers and program administrators should ensure that a reliable system for transporting students to and from worksites is in place. Community service experts report that programs that would otherwise be mutually beneficial to students and the community risk failure because no provisions have been made for transporting students from the school building to the work place.

- A sense of cooperation and mutual understanding must be established among the student, the school officials, and the community employer. The terms of the student's service commitment should be thoroughly discussed and agreed upon prior to the student's placement.

- Policymakers and program administrators should ensure that the terms and conditions of students' service commitments do not violate state or local laws and regulations (e.g., health/safety).

- Specific staff member(s) must be assigned responsibility for developing, maintaining, and evaluating the community service program.

- Policymakers, program administrators, and program participants should understand who will be liable for injury and/or damages involving students at the community service worksite (e.g., what is the school's liability? the service agency/organization's liability? the student's liability?).

- Policymakers and program administrators must develop mechanisms for periodically evaluating the service program. Since the evaluation should assess the impact of the program on the student as well as on the community, educators, students, and service employers should be involved in the evaluation

process. Among the factors to be assessed are: educational value of the service experience, the students' attitude towards the experience, specific tasks accomplished by the student, and perhaps the financial value of the work performed for the community.

The factors listed above may be considered "givens" or "absolutes" applicable to virtually any type of school-sanctioned community service program being developed in any state. Responses to the following questions, on the other hand, may vary from state to state, district to district, and program to program. They are, however, no less important and should be addressed by state and/or local officials developing community service programs.

- What objectives do you hope to accomplish through this community service initiative (e.g., to instill in students a sense of responsibility to the community; to provide career exploration opportunities for students; other)?
- Will students be awarded academic credit for performing community service activities?
- If academic credit is awarded, how many hours of service will be required and for how much credit?
- Will community service participation be required for high school graduation? If so, will any students be excused (e.g., disabled students; transfer students)?
- Will students be permitted to perform community service activities during school hours?
- Will students be permitted to receive wages or facilitative compensation for their services?
- Are the service opportunities being offered to students consistent with the needs of the community? Do they impinge on the work of other community-based volunteer organizations?
- What parameters will exist with respect to student placements (e.g., non-profit organizations only)? Who will approve or disapprove student placements?
- What impact will recent education reforms have on students' opportunities to participate in community service activities (e.g., will increased graduation requirements reduce students' flexibility in choosing elective courses)?

- How will the costs and benefits to the student and the community be evaluated?

- How are students and employers made aware of school-sanctioned community service programs in their districts?

- What safeguards exist for ensuring that service opportunities will be available to students on a nondiscriminatory basis?

IV. Contact Persons Working With Model Programs Identified by Respondents

CONTACT PERSONS AT MODEL SCHOOL-SANCTIONED COMMUNITY SERVICE PROJECTS

As part of its survey, CCSSO asked respondents to provide the names and telephone numbers of persons working with particularly effective school-sanctioned community service programs in their states. Respondents were also asked to explain why they thought the programs identified were so effective.

Program-related information was provided by twenty SEAs. Recognizing that community service programs are primarily a matter of local rather than state policy, it is not surprising that fewer than half of the respondents were able to provide information concerning model programs operating in their states.

Program information reported by the twenty SEAs is provided below.* It should be noted, however, that the community service programs identified by the SEA respondents (except Rhode Island) include programs operating through public secondary school systems. Persons interested in obtaining a comprehensive picture of school-based community service programs in this country should also review research and program information concerning service programs in private schools and in higher education institutions. For example, the National Catholic Education Association (Washington, D. C.) has conducted research on service programs in Catholic high

* Given the time and budgetary constraints of this project, CCSSO was not able to confirm the effectiveness of the programs identified. A thorough assessment of program effectiveness would have required a set of follow-up questions directed to specific program representatives as well as some on-site visits to the programs.

schools across the country; the Project for Public and Community Service, housed at Brown University, focuses on public and community service programs operated through colleges and universities.

Contact Persons and Model Programs Identified by SEA Respondents

Colorado

Earl Reum, Jefferson County
(303) 231-2222

Ray McGuire, East Grand
(303) 887-2185

Evie Dennis, Denver Public Schools
(303) 837-1000

Michael Severino, Superintendent, Adams School District
(303) 288-6681

These districts offer student leadership classes through which students work with community agencies in food drives, senior citizen activities, get-out-the-vote campaigns, and other activities.

Connecticut

Judy Halpern, Coordinator
Governor's Youth Action Program
Governor's Council on Voluntary Action
80 Washington Street
Hartford, Connecticut 06106
(203) 566-8320

Ms. Halpern can provide examples of community service programs operating at the middle, junior, and senior high school levels. She can also provide information concerning programs focusing on specific issues and areas of interest.

Delaware

Frank Wolfe
Director of Secondary Education
Caesar Rodney School District
Old North Road, Box 188
Camden-Wyoming, Delaware 19934

Caesar Rodney School District, along with all other school districts in Kent County, in cooperation with the Business Industry and Educational Alliance (BIE) has developed a program of community service through internship programs. This program provides the opportunity for college-bound students to intern with participating

professionals in the areas of Public Health, Medicine, Nursing, and Engineering. Internship and community services occur primarily beyond school time (afternoons, evenings, weekends, etc.). Credit is awarded via the Carnegie Unit System and counts as electives or beyond those required for graduation. Students are not paid for their services. State Department certificates for successful completion of endeavors are awarded to participating students.

District of Columbia

Robert Steptoe, Assistant Principal, Banneker High School
(202) 673-7322

"When applying to some colleges students are asked to relate any community service experience they might have had. The Banneker program not only provides experience but allows a student to establish early career goals, or find out whether the goal they have in mind is right for them."

Georgia

Alonzo A. Crim, Superintendent
Atlanta City Schools
210 Pryor Street
Atlanta, Georgia 30335

Kentucky

Conley Manning, Director
Division of Program Development
1806 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-2106

Harry Graham, Coordinator
Community Education
17th Floor
Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3921

Louisiana

Orleans Parish--Dr. Constance Dolese (504) 286-2906
Bossier Parish (318) 965-2281
Ouachita Parish (318) 388-2711
St. Charles Parish (504) 785-6289

Maryland

Thomas Weirich, Principal
La Plata High School
(301) 934-1100

The parents, students, and community support the program so strongly that they have managed to keep the program funded even when

funding was in danger. More than 50% of students in the high school participate.

Michigan

Dr. Melvin Chapman
Detroit Public Schools
(313) 494-1075

Community service is a graduation requirement.

Nevada

Angie Spuehler
PROJECT SAVY (Seniors And Volunteer Youth)
410 East John Street
Carson City, Nevada 89701
(702) 882-1930

Students can receive academic credit for working with homebound senior citizens.

New Jersey

Alternative Education Programs
A Guide for Implementation
New Jersey Department of Education, 1981

Some of the programs listed in this booklet could include a community service component.

New Mexico

Joe Montano, Superintendent
Dulce Public Schools
P. O. Box 547
Dulce, New Mexico 87528
(505) 759-3353

New York

Stanley H. Friedland, Principal
Bayport-Blue Point High School
200 Snedecor Avenue
Bayport, New York 11705

Andrew Strand, Principal
Bay Shore High School
155 Third Avenue
Bay Shore, New York 11706

Robert Burns, Principal
Francis Lewis High School
58-20 Utopia Parkway
New York, New York 11365

Thadeus E. Maskrell, Principal
Ward Melville High School
Old Town Road
East Setauket, New York 11733

The programs have been cited by the recipient agencies and have been reported favorably by State Education Department staff during registration visits.

North Carolina

Dr. Richard Jewell, Principal
Broughton High School
Raleigh, North Carolina

North Dakota

Betty Kerns
North High School
Fargo, North Dakota 58102
(701) 241-4788

Lois Mayer
South High School
Fargo, North Dakota 58103
(701) 241-4730

Through these programs, students can earn academic credit for performing 80 hours of volunteer community service activities.

Ohio

Dr. Donald Thompson, Superintendent
Mariemont City School District
(513) 272-2722

This program is included as a requirement in high school social studies course of study.

Rhode Island

Ms. Mebba Underdown
Mt. Pleasant Tutorial
Joslin Center
231 Amherst Street
Providence, Rhode Island

Ms. Helen King
Lippit Hill Tutorial
Camp Street
Providence, Rhode Island

Public Schools

Hope High School
Central High School
Providence School Department
480 Charles Street
Providence, Rhode Island

Non-Public Schools

Moses Brown School (private)
250 Lloyd Avenue
Providence, Rhode Island 02906

La Salle Academy (parochial)
612 Academy Avenue
Providence, Rhode Island 02908

Bishop Hendrickson High (parochial)
2615 Warwick Avenue
Warwick, Rhode Island 02889

The two parochial schools have a community service component to their religion classes.

Texas

Jean Dean Myers
School Volunteer Coordinator
Houston Intermediate School District
(713) 626-2950

Sharlene Block
School Volunteer Coordinator
Dallas Intermediate School District
(214) 824-1620

Vermont

Mr. Noel Ford, Principal
North County Union High School
(802) 334-7921

Wisconsin

Wayne Benson, District Administrator
Waterloo Schools
785 North Monroe Street
Waterloo, Wisconsin 53594

Students on release time work with older adults in the community.

APPENDIX A

Project Advisory Panel

FORD COMMUNITY SERVICE PROJECT ADVISORY PANELISTS

Ms. Lois Ellen Datta*
Program Evaluation and Methods
Division ("PEMD")
U. S. General Accounting Office
441 G Street, N. W., Room 5741
Washington, D. C. 20548
(202) 275-1370
* Formerly, Associate Director,
Education and Work Program,
National Institute of Education

Mr. James W. Dyke*
Sidley and Austin
1722 I Street, N. W.
Washington, D. C. 20006
(202) 429-4060
* Member of the Virginia Board of Education

Ms. Janice Earle
Division of Instruction
State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2595
(301) 659-2323

Mr. Donald Eberly
5140 Sherier Place, N. W.
Washington, D. C. 20016
(202) 244-5828

Ms. Carol Eliason
National Governors' Association
444 North Capitol Street, N. W.
Suite 250
Washington, D. C. 20001
(202) 624-5394

Mr. Wilbur Millard
Associate Superintendent
District of Columbia Public Schools
415 12th Street, N. W., Room 1101
Washington, D. C. 20004
(202) 724-4260

Ms. Lana Muraskin
National Association of State
Boards of Education
701 North Fairfax Street
Suite 340
Alexandria, Virginia 22314
(703) 684-4000

Mr. Santee Ruffin
National Association of Secondary
School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200

Mr. Wilmer Wise
State Director
Planning, Research, and Evaluation
Division
State Department of Public Instruction
Townsend Building, P. O. Box 1402
Dover, Delaware 19901
(302) 736-4583

APPENDIX B

Survey Instrument

STATE AGENCY NAME_____

PERSON RESPONDING TO QUESTIONNAIRE_____

JOB TITLE_____

TELEPHONE NUMBER_____

1. Are students in your state permitted to participate in school-sanctioned community service programs (see cover memo for a definition of "school-sanctioned community service"):

   a) during school hours for academic credit? YES NO

   b) outside school hours for academic credit (e.g., evenings, holidays, weekends, summers)? YES NO

   c) during school hours although no academic credit is given for the activities? YES NO

   d) outside school hours although no academic credit is given? YES NO
   (If yes, please explain the role of the schools in these programs.)

2. Does your state have any written law/policy/regulation/guideline relating to the provision of community service programs as part of the school curriculum? YES NO

   If yes, what are those laws/policies/regulations/guidelines, where did they originate, and who is responsible for administering them? Please provide as much detail as possible and attach a copy of the document(s).

3. If your state does NOT have any laws/policies/regulations/guidelines relating to the provision of community service programs as part of the school curriculum, are school districts precluded from offering such programs? YES NO NOT APPLICABLE

4. Please provide the names and telephone numbers of persons working with particularly effective school-sanctioned community service programs in your state. Please indicate why you think these programs are effective.

5. Although they may not mention community service programs specifically, some state policies and mandates affecting work/volunteer activities performed by students outside the classroom may affect community service programs. Does your state have any statewide law/policy/regulation/guideline governing:

   a) types of job placements (e.g., nonprofit/profit)? YES NO

   b) wage/hour requirements? YES NO

   c) health/safety regulations? YES NO

   d) insurance? YES NO

   e) students' transportation to and from jobs? YES NO

   f) number of hours students must spend in the classroom in order to fulfill high school graduation requirements? YES NO

   g) number of courses students must complete in order to fulfill high school graduation requirements? YES NO

   h) other? YES NO
   (If yes, please explain.)

For each question where you have indicated yes, please provide copies of the relevant document(s).

Do you believe that these or other state policies and mandates hamper (either intentionally or unintentionally) school districts' efforts to implement community service programs as part of the school curriculum? YES NO

(If so, how?)

6. Does your state education agency (SEA) provide the following types of support for community service programs:

   a) moral support (e.g., endorsements of community service programs in speeches by SEA officials)? YES NO

   b) SEA staff assigned to organize/coordinate community service programs? YES NO

   c) publications concerning community service programs written and/or disseminated by SEA? YES NO

   d) financial assistance? YES NO

   e) other? YES NO
   (If yes, please explain.)

7. Are any plans being developed/considered by the SEA that might ultimately govern school-sanctioned community service programs in your state? YES NO

   If yes, what is the status of those plans and what do they include?

8. If school-sanctioned community service programs are permitted, have recent education reforms in your state reduced or otherwise affected students' opportunities to participate in these programs? YES NO

(If yes, please explain.)

PLEASE ATTACH COPIES OF STATE POLICIES, LAWS, REGULATIONS, GUIDELINES, AND OTHER MATERIALS RELATED TO SCHOOL-SANCTIONED COMMUNITY SERVICE PROGRAMS IN YOUR STATE.

APPENDIX C

State Policies/Mandates Affecting Community Service As Part of the Curriculum

New Support for Service-Learning

Connecticut endorses awarding credit for high school service-learning, and Congress encourages colleges to use work-study funds for community service.

The growing support for both secondary and postsecondary service-learning has been reaffirmed recently by two new government measures, one a state board of education endorsement of credit for high school service-learning programs and the other an amendment to the federal college work-study legislation to encourage service-learning.

On October 1, 1980, the Connecticut Board of Education endorsed "Guiding Principles for Awarding Credit for High School Student Volunteerism," guidelines written by the Youth Action Program of the Governor's Council on Voluntary Action and the Connecticut State Department of Education. Those guidelines and the letters from the commissioner of education and the governor encouraging educators to adopt them are presented here.

The "Guiding Principles" did not come into being overnight. The process began almost four years earlier when Governor Ella Grasso convened a Challenge to Youth Conference and established the Governor's Youth Action Program. Youth Action sponsors statewide conferences for students and advisers on community needs, operates a Resource Bank of project ideas, disseminates information from national agencies (including NCSL) and organizations, and assists schools in setting up programs.

In 1978 program coordinator Judy Halpern requested that the Board appoint a task force "to research and present to the Board alternative models for the granting of academic credit for student volunteerism." The Board denied that request. For more than a year Halpern and other advocates of service-learning gathered materials and stances from state and national sources to support another effort. In February 1980, the Governor's Youth Action Program re-

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

November 10, 1980

Dear Friend:

It is my privilege to acknowledge the State Board of Education's endorsement of "Guiding Principles for Awarding Credit for High School Student Volunteerism." The concept is certainly a valuable one, which benefits both the student and the community.

At a time when many adults are unable to volunteer in cultural, social and civic activities, because of economic circumstances, our high school students can fill a very important void. While, at the same time, under school supervision, the students will be involved in community activities that are meaningful and rewarding to their own human and educational development.

I have stressed the importance of the 'School in the Community' concept for many years, in recognition of the fact that the schooling process is not successful in isolation. The manner in which we build bridges for students to help them find learning experiences, in the world beyond the classroom, is one of the most important roles of an educator. Awarding credit for volunteerism is a most effective way to encourage such activity.

Local school districts will maintain the academic integrity of the program by developing their own criteria to insure that credit toward high school graduation will be awarded for meaningful volunteer experiences.

It is my pleasure, as Commissioner of Education, to endorse wholeheartedly the action of the State Board of Education and to offer my Department's assistance in helping school administrators consider the best method by which to make use of these guiding principles.

Mark R. Shedd
Commissioner of Education

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quested that the Board endorse the granting of credit for community service.

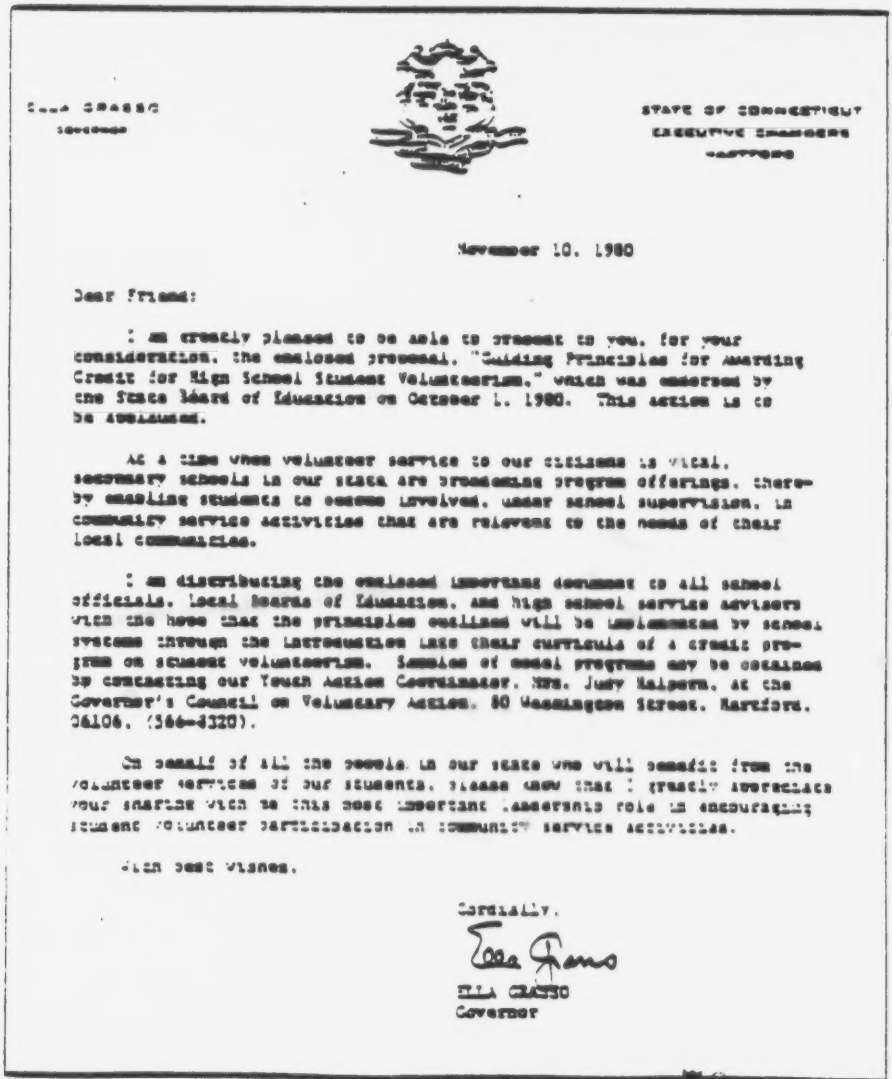
Over the months the guidelines were rewritten and renamed, beginning as Suggested Criteria, proceeding to Suggested Guidelines, and ending as Guiding Principles. Approval came only a few weeks before one of the measure's strongest supporters, Governor Ella Grasso, resigned her office because of ill health.

For information on undertaking a similar effort, contact Judy Halpern, Youth Action Coordinator, Governor's Council on Voluntary Action, 80 Washington Street, Hartford, Connecticut 06106: (203) 566-8320. Materials also are available from NCSL.

Other state programs will be reported on in later issues. Among these is the Maryland Community-Based Service and Learning Project, a three-year pilot project in which three diverse high schools are testing methods of providing opportunities for half of their students to take part in service-learning activities as part of the regular school program. For information on that program, contact Janice Earle, Education Specialist, Division of Instruction, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201: (301) 659-2317.

On the federal level, the Higher Education Amendments of 1980 constitute a Congressional endorsement of postsecondary service-learning. One of those who has participated in the effort to have College Work-Study funds made available for educationally sound community service employment explains the implications of the new legislation in "Using Federal Work-Study Funds."

Connecticut's Guidelines



Ella Grasso
Governor

State of Connecticut
Executive Chambers
Hartford

November 10, 1980

Dear Friend:

I am greatly pleased to be able to present to you, for your consideration, the enclosed proposal, "Guiding Principles for Awarding Credit for High School Student Volunteerism," which was endorsed by the State Board of Education on October 1, 1980. This action is to be applauded.

At a time when volunteer service to our citizens is vital, secondary schools in our state are broadening program offerings, thereby enabling students to become involved, under school supervision, in community service activities that are relevant to the needs of their local communities.

I am distributing the enclosed important document to all school officials, local Boards of Education, and high school service advisors with the hope that the principles outlined will be implemented by school systems through the introduction into their curricula of a credit program on student volunteerism. Samples of model programs may be obtained by contacting our Youth Action Coordinator, Mrs. Judy Halpern, at the Governor's Council on Voluntary Action, 80 Washington Street, Hartford, 06106, (566-8320).

On behalf of all the people in our state who will benefit from the volunteer services of our students, please know that I greatly appreciate your sharing with me in this most important endeavor's role in encouraging student volunteer participation in community service activities.

With best wishes,

Cordially,

Ella Grasso

ELLA GRASSO
Governor

I. Why Student Volunteer Programs?

Increasing numbers of high school youth are involved in community volunteer work. Such programs are the means whereby the largest, most energetic, underused manpower pool of all—the nation's youth—can combine their academic experiences with a wide variety of relevant experiences within the community for the mutual benefit of both the community and the student. The emphasis of such a program is meeting community needs by helping others, without monetary remuneration, and is distinct from work-study, work experience, distributive education, or most career exploratory programs, which are initiated to meet primary student needs and/or interests.

Youth are maturing physically and socially earlier than in former years, yet are not called upon to provide service to the society. Most tend to know more about social problems than did earlier generations, but they have had little opportunity to do anything about them. Experiential learning in the community, including carefully planned and supervised service and work with a variety of ages and ethnic groups or individuals, is to be encouraged. In this way, school has proven to be more meaningful to previously unmotivated youth as more options are made available for combining in-school study and outside related experience. Opportunities for community service contribute to a better appreciation of the relationship between academic studies and future adult responsibilities.

A recent Carnegie Council report, after viewing several national studies of the ...ation of adolescents, states the ...owing:

Work that takes the form of community service is particularly desirable, giving young people a feeling of involvement in community problems and of contributing to their solution.[1]

Young people need a sense of self-esteem that comes when they feel and/or now that they have contributed to the ...elfare of other people or to their environment. It is generally agreed that youth ...ust be given the opportunity to plan and ...ake decisions, and to render service in ...e community. With the many and rapid ...anges in the family structure, school ...nd community have an obligation to ...ork together to assist youth in learning to work with other people, to strengthen their ability in decisionmaking, personal management, and taking an active role in one's community.

The school shares an important role in organizing, operating, and evaluating the student volunteer program. It usually discharges this responsibility through a volunteer program administrator who supervises the daily operation of the program, and brings together the student interest and the community need. This individual helps to locate suitable and meaningful activities for the volunteers. Classroom teachers are involved when volunteer service is made an integral part of the school's educational offerings, and especially when academic credit is granted.

When credit is considered, the local board of education needs to be assured that the volunteer project is a meaningful experience. In turn, the student involved in the program must be made aware of the objectives of the project or activity, and the expectations of the community.

The objectives of a student volunteer program are generally based on the desire to provide one or more of the following to the participating student:

1. An additional career exploration experience;
2. An opportunity to interact with and relate to adults;
3. An opportunity to succeed, and thus to improve one's self-image;
4. An opportunity to use decisionmaking skills;
5. An opportunity to re-enforce and apply the basic skills acquired in school;
6. An additional motivation to learn;
7. An opportunity to serve the community and thereby contribute to the welfare of others;
8. An increased understanding of and respect for individuals of various ethnic and cultural backgrounds.

It is expected that voluntary, meaningful student participation in community activities will increase the student's willingness to accept community responsibilities in the future.

[1] *Giving Youth a Better Chance. Options for Education, Work and Service* (A Report with recommendations to the Carnegie Council on Policy Studies in Higher Education. Jossey-Bass Publishers, 1979)

II. Student Volunteer Experiences

Student volunteer programs are distinguished by the manner and degree to which they are integrated into the regular academic program.

1. *Non-Credited Volunteer Service:* Students volunteer for the intrinsic value of volunteering, and receive no academic credit. The work is usually performed after school and is not necessarily related to the student's academic program.

2. *Credited Volunteer Service:* These experiences are related to the student's academic program as either part of the requirements of a specific course offering or as course offerings in their own right. Still other experiences, while not connected with specific course work, are credited on the basis of the number of hours worked and are usually overseen by guidance departments.

The major drawback of a non-credit program is lack of motivation and interest that may be evidenced by students and staff; crediting a program can minimize this motivational problem.

III. Guiding Principles for Awarding Credit for Student Volunteerism

Before a school establishes a formal student volunteer program, an advisory committee should be established consisting of representatives of the school staff, community and student body. This committee's responsibilities should include but not be limited to:

a) Designating a staff person as the administrator of the student volunteer program;
b) Conducting an assessment of community needs;
c) Establishing objectives of the program and making them known to all students, staff, and community agencies;
d) Defining a policy linking the number of credits awarded for specific kinds and amounts of work;
e) Setting a reasonable limit on the number of credits toward graduation that a student may earn in a volunteer program;
f) Assuring that credit given for a volunteer program does not replace any other academic requirement for graduation and that the work experience is related to the student's academic program;
g) Periodically evaluating the program to ensure adherence to policies and objectives and to revise policies and procedures when necessary;
h) Monitoring the students and the agencies served to ensure that the volunteers are neither replacing paid workers nor being exploited in any way;
i) Developing a written agreement to be signed by the community agency served, the student, and the school detailing all facets of the volunteer experience.

By designating an advisory committee with the responsibilities listed above, a meaningful volunteer program can become an integral part of the academic program of a school.

(Background)

GOVERNOR'S YOUTH ACTION PROGRAM
Governor's Council on Voluntary Action

In December 1976 a unique statewide volunteer effort was launched when Governor Grasso convened the first Challenge to Youth Conference at the State Capitol. The Governor's request to Connecticut's high school students was that they reach out to those in need in their communities through volunteering. Since December 1980, the program has continued under Governor William O'Neill's leadership. Thousands of Connecticut students have given generously of their time, their energy, and of themselves to plan and carry out volunteer projects. Emergency Food Bank donations by students have totaled over 200,000 items; 15,000 pints of life saving blood have been collected; 70,000 toys were distributed during the holidays; more than 2,000,000 hours were contributed in visiting our senior citizens and tutoring youngsters. More than 450,000 has been raised for charity by Connecticut student volunteer efforts. In 1978, the program was extended to include junior high and middle schools.

During the past seven years more than 221 awards have been presented for outstanding volunteer projects. Representatives of award-winning schools and the media are invited to special ceremonies in the State Capitol and each school receives a framed certificate from the Governor. Awards are made on the recommendation of the Governor's Youth Action Committee, whose members review all project report forms submitted by schools and advisors throughout the school year.

The Governor's Youth Action Program provides:

1. Statewide conferences for students and advisors to learn about community needs and special programs.
2. Information from a Resource Bank of volunteer projects and ideas and course credit programs from schools throughout the state.
3. Information from national agencies and organizations on student volunteerism.
4. Assistance in setting up projects or programs through telephone consultation or school visits by our volunteer committee members and staff.

Youths Get Awards as Volunteers

Volunteers Awards by Governor

Students Honored For Work

For more information, contact:

Judy Halpern, Youth Action Coordinator
Governor's Council on Voluntary Action
80 Washington Street
Hartford, Connecticut 06106 tel: 566-8320

Members of the Governor's Youth Action Committee

Benny Auger, Deputy Secretary of State, State of Connecticut, Chairperson
Zelda Gersten, Child Advocate
Frederica Jones, Corporate Social Responsibility Department, Aetna Life and Casualty.
Ann D. Klein, University of Connecticut Foundation
Louise Leonard, Employee Relations, Hartford National Bank
Ron Nedovich, Asst. Principal, Avon High School
Gene Marchand, Director, East Hartford Department of Youth Services
Ginger Moore, President, Conn. School Volunteer Program
Charles Parker, President, WDRC Radio
Julia Stone, Executive Director, Literacy Volunteers of Connecticut

Delaware State Board of Education

In Sincere Appreciation to

For special services and unique contributions to the community while participating in the

STUDENT INTERNSHIP PROGRAM

In witness whereof this certificate is signed

this *day of* , 19

Arthur Jones
President, State Board of Education

William F. Keene
State Superintendent, Department of Public Instruction

STUDENT INTERNSHIP PROGRAM

The internship community service program provides opportunities for high school students to participate in on-site work experiences intended to assist students in the area of:

I.	II
Self Image Self Confidence	Interdependence Responsibility Competence
III	**IV**
Leadership Creativity	Community Awareness Practical Experience

The Department of Public Instruction approves the activity as a practical learning opportunity with the understanding that a decision to participate is made at the local district level.

Participating districts may grant elective credit on the basis of 135 hours on-site experience per credit.

The on-site experience will take place primarily beyond the regula school day with any released time requiring administrative approval.

Participation in the program will be without pay. The program wil not conflict with vocational educational programs.

A descriptive statement of the program will appear on the official transcript indicating whether the student is to receive credit or merel service status.

The Department of Public Instruction will provide certificates to districts for distribution to all students identified as successfully completing internship community service programs. A list of those students will be presented to the State Director of Instruction, Department of Public Instruction, on or before April 15 each year.

Persons identified as school program coordinators will be respon- sible for managing student applications, screening, orientation, super- vision and evaluation.

Persons from other agencies providing assistance includes Gertrude Clemmons, State Supervisor of Home Economics and Health Relate Occupations: Edith Vincent, State Supervisor of Health Education and Health Services; and Janet Hughes, Acting Director, Department of Comm- unity Affairs, Division of Volunteer Services.

In approving the establishment of a Model High School for the District of Columbia, the Board of Education assumed an important leadership role; it became the second state board in the nation to endorse the awarding of credit for a [illegible] school service learning program. This action demonstrates recognition of the fact that the schooling process is not successful in isolation, and that one of the most important responsibilities of educators is that of helping students find meaningful learning experiences in the world beyond the classroom.

A recent Carnegie Council report, after reviewing several national studies of the education of adolescents, states the following:

> Work that takes the form of community service is particularly desirable, giving young people a feeling of involvement in community problems and contribution to their solutions. 1/

Young people need a sense of self-esteem derived from knowing that they have contributed to the welfare of other people or to their environment. They must be given the opportunity to plan and make decisions and to render service in the community. Therefore, the school and community have an obligation to work together to assist youth in learning to work with other people, to strengthen their ability in decision making, in personal management, and in taking an active role in their community.

Goals

The major goals of the Community Laboratory Project are to provide students with opportunities for:

- Service to the community.
- Additional career exploration experiences.
- Interaction with adults.
- Success which results in the improvement of one's self image.
- Use of decision-making skills.
- Reinforcement and application of the basic skills acquired in school.
- Additional motivation to learn.
- Understanding and respecting individuals of various ethnic and cultural backgrounds.

1/ Giving Youth a Better Chance, Options for Education Work and Service. A report with recommendations to the Carnegie Council on Policy Studies in High[illegible] Education. Jossey-Bass Publishers, 1979.

In support of these goals the Model High School Community Laboratory Project will provide an opportunity for its students to combine significant volunteer work experience with academic learning as a formal part of their secondary education. Community service will be provided through a series of planned, personalized learning experiences in a wide variety of work settings, that:

- allows students to apply previously learned knowledge, abilities and values to a community setting,
- combines learning activities outside and within the school into a balanced, comprehensive, and individualized program for each student,
- requires students to work to meet genuine needs of the community with results that are valued and respected,
- provides a forum for interdisciplinary learning by requiring cooperative planning between teachers of different disciplines,
- allows students to earn credits toward graduation while providing service to the community,
- emphasizes one-to-one relationships with individual adult resource persons in work settings where occupational experiences, personal knowledge, skills, and interests are shared.

It is expected that while the student carves out some immediate meaningful and rewarding experiences through the Community Laboratory Project, participation in this activity will also increase willingness to accept community responsibilities and motivate thinking about future career plans.

Guidelines

Guidelines for organizing and managing the Community Lab Project are outlined below:

- The Community Lab will be coordinated by the assistant principal and counselor who will assist students in setting up projects, supervise the daily operation of the program, and evaluate the performance of the student in conjunction with the on-the-job supervisor.
- One-quarter credit will be earned for one year's work in grades nine and ten; one-half credit in grades eleven and twelve.
- Service for 9th and 10th graders will be to the school system in support of the Student Progress Plan, and other priority areas.

- Programs for grades 11-12 in the community will vary according to the interests of the students and the availability of specific opportunities.

In order to develop programs, resources in the community must be analyzed and developed so that they can be utilized if they offer learning experiences. Organizations such as the "The Friends of the Model High School" are sources for such opportunities. One means of organizing the blend of community service and academic learning is through the project/seminar. An individual project planned by the student and approved by staff is the central focus of this process. This method helps students to learn by planning, questioning, doing, and evaluating their own experiences and performances. They learn problem-solving and decision-making techniques in the seminars. They have regular meetings with teachers for guidance. Project Planning Guides for Life Science, Physical Science, Social Science, Commerce, and Communication and Media are also available through the nationally validated Far West Laboratory Model Experience-Based Career Education Project. These packages provide the student and staff with ideas and specific guidelines for developing projects that blend career exploration with disciplined inquiry in standard subject areas.

Finally, each department must identify projects which support that discipline "in action", and provide the career exploration experience which is one of the major objectives of the project. These might include:

Social Studies

- Production of a slide-tape presentation about the city's history.
- Preserving local artifacts, memorabilia, and historic sites.
- Establishing or contributing to museums and historical societies.
- Participating in oral history projects involving local folklore, occupations, family life.
- Working as junior historians or archaeological helpers.
- Interning with government officials, professionals and tradespeople.
- Interning in campaign activities of political parties.
- Interning in local Election Day activities.
- Supplying information to the community-at-large on the candidates, issues, and Election Day activities.
- Conducting a Candidate's Night for the benefit of the larger community.
- Participating in a voter registration drive for the eligible student population of the school and/or the community.

- Collecting, organizing, recording, and analyzing data on a local issue and making the social research results available to the appropriate governmental bodies.
- Lobbying the local government on an issue of interest.

Art

- Designing and producing table centerpieces and wall hangings for the annual senior citizens' Christmas dinner and needy families' party during the Christmas season.
- Providing services at the Hirshhorn Museum, Museum of African Art, National Gallery of Art, Anacostia Neighborhood Museum, and the National Museum of American Art.

Foreign Language

- Interpreting for non-native speakers.
- Serving special language groups in community agencies.
- Serving as tour guides under the aegis of such organizations as IVIS, Meridian House International.
- Providing baby-sitting services for embassy personnel and visitors.
- Serving as tour guides in libraries, art galleries, museums, and the Kennedy Center.
- Accepting foreign students into the home for long-and short-term visits.

English

- Reading to elementary school students.
- Reading to senior citizens.
- Tutoring younger students in reading.
- Taping and then writing the memories of senior citizens.
- Working on a community newspaper or newsletter.
- Working with various community/civic oriented organizations or voter registration projects.
- Participating in public library programs and activities.
- Participating in various out-reach programs for the needy.

Music

- Providing musical, vocal or instrumental, selections for musical programs.

Beyond these guidelines, decisions must be made in regard to:

- The system for monitoring student involvement in the project throughout the school year.
- The scheduling of student involvement in the community labs project.
- The evaluation of student performance for grading purposes.
- The evaluation of the project in terms of its continued use in the Community Laboratory Program.

Conclusion

Finally, the faculty must determine the overall guidelines for students to fulfill the requirement of community service. Student participation in the community calls for some judgement in selecting students and activities. The type and extent of student participation in the community depends upon the goals of the school and the needs, abilities, and maturity of the student.

.04 Competency Prerequisites for Graduation, Including Requirements, Revisions, Instruction and Assessment Schedule, Appropriate Assistance, Certification by Panel, Attendance Requirements, Exceptions, and Records.

A. — F. (text unchanged)

G. Exemptions.

(1) — (2) (text unchanged)

(3) Handicapped Students in Level IV, [and] Level *V, and Level VI* Special Education Placements. Students determined to be handicapped in accordance with COMAR 13A.05.01.05 and in a Level IV, [or] V, *or VI* special education placement, *including students in approved nonpublic school placements,* (see COMAR 13A.05.01.06E(3)(d) [and] (e), *and (f)*) shall be exempt from the competency prerequisites until the 1985-86 school year. [Handicapped students in Level IV or V placements before completion of their elementary and secondary education shall be provided with the opportunity to receive instruction in the competencies as appropriate to their individual needs. Effective September 1, 1983, handicapped students in Level IV and V placements in grades 9 — 12 shall be provided with the opportunity to be administered the competency test or tests in accordance with §C(4) and (5). Handicapped students in Level IV and V special education placements who enter grade 9 during and after the 1985-86 school year shall be included in this regulation and shall have the opportunity to fulfill the competency prerequisities as a requirement for graduation. Handicapped students in Level IV and V special education placements who entered grade 9 before the 1985-86 school year continue to be exempt.] *These students shall be provided with the opportunity to receive instruction in the competencies as appropriate to their individual needs and to be administered the competency test or tests, and, beginning with students who enter grade 9 or its equivalent during the 1985-86 school year and each school year after that, shall be required to fulfill the competency prerequisites for receipt of a Maryland public high school diploma.* Decisions concerning the extent of [a Level IV or V handicapped] *each of these* student's instruction in the competencies and the administration of the competency test or tests shall be made during the admission, review, and dismissal process (see COMAR 13A.05.01.06C) and shall be indicated in the student's Individualized Education Program (see COMAR 13A.05.01.06D).

H. (text unchanged)

DAVID W. HORNBECK
State Superintendent of Schools

[Md. R. Doc. No. 85-R-155-P. Filed at Div. of St. Doc. April 10, 1985.]

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

13A.03.02 Graduation Requirements for Public High Schools in Maryland

Authority: Education Article, §§2-205(h) and 7-204, Annotated Code of Maryland

Notice of Proposed Action

The State Board of Education proposes to repeal existing Regulations .01 — .03 and adopt new Regulations .01 — .07 under **COMAR 13A.03.02 Graduation Requirements for Public High Schools in Maryland.** The purpose of these new regulations is to state the mission of Maryland public high schools and increase the requirements and standards for graduation from Maryland public high schools.

At this time, the State Board of Education is also withdrawing proposed Regulations .01 — .05 under **COMAR 13A.03.02 Graduation Requirements for Public High Schools in Maryland.** This text originally appeared as a proposed action in 11:20 Md. R. 1758 — 1761 (September 28, 1984), and as a reproposed action in 12:2 Md. R. 165 — 166 (January 18, 1985).

Estimate of Economic Impact

The proposed action has no economic impact.

Opportunity for Public Comment

These new regulations will be considered by the State Board of Education at a public meeting, notice of which will be given by announcement by the State Board of Education at its May 29, 1985 meeting pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

Written comments may be sent to David W. Hornbeck, State Superintendent of Schools, Maryland State Education Building, 200 West Baltimore Street, Baltimore, Maryland 21201. These comments must be received not later than June 24, 1985.

Open Meeting

Action on the new regulations proposed below will be considered by the State Board of Education during a public meeting to be held June 26, 1985, in the Maryland State Education Building, 200 West Baltimore Street, Baltimore, Maryland, pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

.01 The Mission of the Public High School.

A. The mission of the public high school is to challenge and help students to grow intellectually, personally, and socially. Graduates should be able and willing to take the appropriate first steps into their chosen field of work or study, to act responsibly as citizens, and to enjoy a productive life.

B. To guide the high schools of the State in fulfilling this mission and their students in meeting these goals, the following requirements in this chapter are established.

.02 Diplomas and Certificates.

A. The diploma awarded to students upon graduation from a Maryland public high school shall be:

(1) A state diploma; and

(2) In recognition of the fulfillment of the minimum enrollment, credit, and competency prerequisite requirements.

B. In addition to earning the Maryland High School Diploma, students who meet the requirements of Regulation .03C(3) shall be awarded the Maryland High School Certificate of Merit.

C. There shall be a State certificate for completion of a special education program named the Maryland High School Certificate. This certificate shall be awarded only to handicapped students who cannot meet the requirements for a diploma but who meet one of the following standards:

(1) The student is enrolled in an education program for at least 4 years beyond grade eight or its age equivalent, and is determined by an Admission Review and Dismissal Committee, with the agreement of the parents of the handicapped student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. World of work shall include but not be limited to:

(a) Gainful employment;

(b) Work activity centers;

(c) Sheltered workshops; and

(d) Supported employment.

(2) The student has been enrolled in an education program for 4 years beyond grade eight or its age equivalent and has reached age 21.

.03 Graduation Requirements.

The following general State standards govern requirements for graduation from Maryland public schools.

A. Enrollment Requirement. The student shall satisfactorily complete 4 years of approved study beyond the eighth grade. Refer to alternatives to 4-year enrollment in a public high school in §G.

B. Competency Prerequisites. A student shall demonstrate competencies in five areas of human activity. The following apply:

(1) The competencies for each of the five areas of human activity are listed in the State Board of Education Approved Declared Competencies Index, which is incorporated by reference in COMAR 13A.03.01.04A.

(2) A student shall demonstrate competencies as follows:

(a) In Basic Skills, pass the Maryland Functional Reading Test, the Maryland Functional Mathematics Test, and the Maryland Functional Writing Test, in accordance with provisions of COMAR 13A.03.01.04C.

(b) In Citizenship, pass the Maryland Test of Citizenship Skills in accordance with provisions of COMAR 13A.03.01.04C.

(c) In Arts/Physical Education, participate in the approved program of the Arts/Physical Education in accordance with provisions of COMAR 13A.04.07.

(d) In World of Work, participate in the approved program of World of Work in accordance with provisions of COMAR 13A.04.10.

(e) In Survival Skills, participate in the approved program of Survival Skills in accordance with provisions of COMAR 13A.04.11.

C. Credit Requirements.

(1) To be awarded the Maryland High School Diploma a student shall have earned a minimum of 20 credits at the completion of grades 9 through 12. At least four of these credits shall be earned after the completion of grade 11.

(2) Specified Credits for Maryland High School Diploma. To be awarded the Maryland High School Diploma, a student shall earn the following specified core credits as part of the 20 credit requirement:

(a) English — four credits;

(b) Fine arts — one credit;

(c) Industrial arts/technology education, home economics, vocational education, or computer studies — one credit;

(d) Mathematics — three credits;

(e) Physical education — one credit;

(f) Science — two credits;

(g) Social studies — three credits. (One credit shall be in United States History.)

(3) Specified Credits for Maryland High School Certificate of Merit.

(a) To be awarded the Maryland High School Certificate of Merit along with the Maryland High School Diploma, a student shall meet the following requirements:

(i) Specified core credits;

(ii) Advanced courses;

(iii) Cumulative grade point average.

(b) A student shall earn the following specified core credits as part of the 20-credit requirement:

(i) English — four credits.

(ii) Fine arts — one credit;

(iii) Foreign language — one credit;

(iv) Industrial arts/technology education, home economics, vocational education, or computer studies — one credit;

(v) Mathematics — three credits;

(vi) Physical education — one credit;

(vii) Science — three credits;

(viii) Social studies — three credits. (One credit shall be in United States History.)

(c) At least 12 of the credits in the student's high school program shall be earned in advanced courses. Advanced courses shall be identified by each local school system and shall meet one or more of the following criteria:

(i) Student assignments and class activities shall require more application, analysis, synthesis, and evaluation than other courses with the same course title at the same grade level or other courses in the same subject area at the same grade level.

(ii) The course includes more content or the study of content in more depth than other courses with the same course title at the same grade level or other courses in the same subject area at the same grade level.

(iii) The course requires the study or application of mathematics concepts at the level of Algebra I or beyond. All mathematics courses shall meet this criterion.

(iv) The course is a foreign language course at Level II or beyond.

(d) Students shall obtain at least a 2.6 cumulative grade point average on a 4.0 scale for the high school years to earn the Maryland Certificate of Merit.

(4) Instruction in computer use shall be included in the curriculum of each appropriate subject area.

(5) Students shall receive appropriate instruction in study skills and such thinking skills as gathering, organizing, analyzing, synthesizing, and evaluating information.

(6) In addition to elective programs or courses in required subject areas, local school systems shall offer elective programs or courses, which shall be open to enrollment for all students in:

(a) Community service;

(b) Computer studies;

(c) Health;

(d) Home economics;

(e) Industrial arts/technology education;

(f) Vocational education.

(7) Each local school system shall provide, in each of its public high schools, opportunities for students to participate in structured learning opportunities in the community as part of the regular high school program.

D. Local Graduation Requirements.

(1) Each local school system, with the approval of the State Superintendent of Schools, may establish graduation requirements beyond the minimum requirements established by the State.

(2) A student who enters a school system in the 12th grade shall be granted a waiver from locally-established graduation requirements unless the student chooses to fulfill the requirements.

E. Unit of Credit Defined. A credit shall be defined as a minimum of 132 scheduled clock hours for all original credit courses.

F. Other Provisions for Earning Credit. In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through various other programs. These programs are:

(1) Summer School.

(a) Each local school system may provide summer school programs as determined by the needs of students or for original or review credit. Original credit courses shall meet the aggregate time requirements specified for regular school year courses. Requirements for review credit shall be developed for individual students by the local school system after determining the student's proficiency in the subject.

(b) Credit may be given for acceptable summer study offered by approved public and nonpublic institutions in or outside of Maryland, provided the principal of the student's own school authorizes the study in advance.

(2) Evening School.

(a) Each local school system may provide evening school programs as an extension of the regular school day for original or review credit as determined by the needs of students. Requirements for those subjects being used by students for original high school diploma credit shall be the same as those required for subjects in the day school.

(b) Requirements for review credit shall be developed for individual students by the local school system after determining the student's proficiency in the subject.

(3) Correspondence Courses. With prior consent of the school principal, credit may be given for correspondence courses in subjects not available in the school system from correspondence schools whose programs and examinations have been approved by the Maryland State Department of Education. Consent should be given when, in the judgment of student, parents, and school personnel, the course is in the best interest of the student. If credit is to be applied toward minimum graduation requirements, the cost of correspondence courses shall be borne by the local board of education after successful completion of the course.

(4) Tutoring. Extenuating circumstances may necessitate the assistance of tutors for certain students. However, tutoring should be considered only after all the resources of the school system have been used fully and when it is felt definitely that the best interests of the students are being served. If tutoring is recommended by the school and approved by the school system for credit to be applied toward minimum graduation requirements, then the tutor, the program of study, and examination shall be financed by the local school system.

(5) Work Study Programs, Job Entry Training Programs, or Experience Outside the School. Work and experience outside the school are recognized as valid way[illegible] learning. Time spent in these activities may be counted [illegible] portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.

(6) College Courses. With prior approval of the local superintendent or designee, credit toward high school graduation may be given for courses at accredited colleges. The cost of these courses shall be borne by the student.

G. Alternatives to 4-Year Enrollment in a Public High School. In recognition of the fact that the 4-year enrollment in a public high school may not serve the best interests of some students, the following alternatives should be made available:

(1) Early College Admission Program. A student may receive a Maryland High School Diploma through participation in the early college admission program, provided that:

(a) The student is accepted for early admission to an accredited college before high school graduation.

(b) A written request by the student and parent (guardian) is made to and approved by the local superintendent of schools, asking the waiver of the 4-year attendance requirement and certifying the early admission acceptance. The student's program of the first year of college shall be approved by the local superintendent of schools if this program is included toward the issuance of a high school diploma.

(c) At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

(2) Early Admission to Approved Vocational, Technical, or Other Post-Secondary School. A student may receive a Maryland High School Diploma through participation in an early admission program of an approved vocational, technical, or post-secondary school provided that:

(a) The student is accepted for early admission by an approved vocational, technical, or post-secondary school before high school graduation.

(b) A written request by the student and parent (guardian) is made to and approved by the local superintendent of schools, asking the waiver of the 4-year requirement and certifying the early admission acceptance. The student's program for the first year shall be approved by the local superintendent of schools if the program is included toward the issuance of a high school diploma.

(c) At the conclusion of a full year of study, a written request for the high school diploma is submitted to the superintendent together with a transcript or letter from the vocational, technical, or post-secondary school to the high school principal indicating that the student has successfully completed a year of post-secondary work.

(3) General Educational Development Testing Program. A Maryland High School Diploma may be awarded for satisfactory performance on approved general educational development tests provided that the student meets the requirements as defined in Education Article, §7-205, Annotated Code of Maryland.

(4) Maryland Adult External High School Diploma Program. A Maryland High School Diploma may be

awarded for demonstrating competencies in general life skills and individual skills on applied performance tests provided that the student meets those requirements as defined in COMAR 13A.03.03.02 of the Maryland State Board of Education.

H. Alternatives for Structuring Programs.

(1) Each local school system shall be permitted to develop alternative ways for students to fulfill graduation requirements. Procedures for implementing these alternative programs leading to high school diplomas are as follows:

(a) Development and approval of a curricular plan which assures that the content of the specified courses is included and the standards for graduation are met. The plan shall contain a program description, performance requirements, and evaluation procedures.

(b) Submission of this plan to the State Superintendent of Schools for final approval.

(2) Each local school system may offer local certificate programs, in addition to the State diploma, as incentives for students to take courses beyond those specifically required by the State.

I. Transfer.

(1) To receive a Maryland public high school diploma, a student shall be in attendance at a Maryland public high school one full semester immediately preceding graduation in addition to meeting the other diploma requirements. Exception shall be made for special education students in State-approved non-public programs.

(2) Students transferring from one Maryland public high school to another during the second semester of their senior year and meeting all requirements for graduation shall be given the option of graduating from either high school by agreement of the superintendent or the respective local superintendents when more than one local school system is involved.

(3) Transcript of Record from Non-accredited School.

(a) The principal shall ascertain whether the school or schools previously attended by the student are accredited. If there is any doubt on this point, an official inquiry should be addressed to the state department of education in the state in which the school or schools are located. If the school or schools are approved by that state, credits may be allowed the student in the subjects which he has completed successfully.

(b) A local superintendent of schools shall determine by an evaluation of a student whether credits earned at a non-accredited high school will be accepted at the public high school to which the student transfers. This evaluation may include administration of standardized tests and examinations, the use of interviews, as well as the inspection of transcripts, report cards, and other documentation. The student shall be notified in writing of the reasons for any failure to transfer credits from nonaccredited schools.

.04 High School Year Defined.

Maryland public high schools shall be open for at least 180 school days and a minimum of 1,170 school hours during a 10-month period in each school year.

.05 Grading and Reporting.

A. Each local school system shall develop a written policy on grading and reporting. The policy shall include but not be limited to the following:

(1) The establishment of instructional objectives and standards of performance for each course;

(2) Factors to be used in determining grades;

(3) Reporting contacts between parent (guardian) and teacher.

B. Each local school system shall file its policies on grading and reporting with the State Superintendent of Schools.

.06 Exception.

School systems now granting high school credit by examination for courses taken below grade nine may continue that practice for students enrolled in grades seven and eight in the school year 1984-1985.

.07 Effective Date.

This chapter applies to all students who will be entering grade nine for the first time in or after the 1985-86 school year.

DAVID W. HORNBECK
State Superintendent of Schools

[Md. R. Doc. No. 85-R-167-P Filed at Div. of St. Doc. April 11, 1985.]

Title 15
DEPARTMENT OF AGRICULTURE

Subtitle 05 PESTICIDE USE CONTROL

15.05.01 *Use and Sale of Pesticides, Certification of Pesticide Applicators and Pest Control Consultants, and Licensing of Pesticide Businesses*

Authority: Agriculture Article, §§2-103 and 5-204, Annotated Code of Maryland

Notice of Proposed Action

The Secretary of Agriculture proposes to repeal in their entirety Regulations .01 — .22 and to adopt new Regulations .01 — .11 under **COMAR 15.05.01 Use and Sale of Pesticides, Certification of Pesticide Applicators and Pest Control Consultants, and Licensing of Pesticide Businesses.**

The purpose of this action is to update existing regulations to comply with changes in the Maryland Pesticide Applicator's Law. Significant revisions to the regulations are requirements for pest control consultants to become licensed; for dealers who sell restricted use pesticides to keep certain records; to establish a new certification category — miscellaneous; to make certain changes in private applicator certification fees and effective certificate period; to require all places of business applying pesticides to obtain a pesticide business license; to require corporations who apply pesticides to their property to obtain a license; and to establish standards and guidelines for inspections for pests.

Estimate of Economic Impact

I. Summary of Economic Impact. These regulations require additional businesses and individuals to become licensed and certified to perform pest control services.

(c) [[*Designating*]] *Designation of the disposition of the inactive records including the schedule for retiring or destroying inmate files, and*

(d) [[*Transferring*]] *Transfer of pertinent records to other correctional facilities.*

FRANK A. HALL
Secretary of Public Safety and Correctional Services

[Md. R. Doc. No. 85-R-108-F. Filed at Div. of St. Doc. July 1, 1985.]

Title 13A
STATE BOARD OF EDUCATION

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

13A.03.01 General Standards

Authority: Educational Article, §§2-205(h), 7-204, and 8-403(a), Annotated Code of Maryland

Notice of Final Action

On June 26, 1985, amendments to Regulation .04 under **COMAR 13A.03.01 General Standards,** were adopted by the State Board of Education. This action was taken at a public meeting, notice of which was given by State Board agenda pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

These amendments, which were proposed for adoption in 12:9 Md. R. 896 — 897 (April 26, 1985), have been adopted as proposed.

Effective Date: July 29, 1985.

DAVID W. HORNBECK
State Superintendent of Schools

[Md. R. Doc. No. 85-R-155-F. Filed at Div. of St. Doc. July 3, 1985.]

Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

13A.03.02 Graduation Requirements for Public High Schools in Maryland

Authority: Education Article, §§2-205(h) and 7-204, Annotated Code of Maryland

Notice of Final Action

On June 26, 1985, existing Regulations .01 — .03 were repealed and new Regulations .01 — .07 under **COMAR 13A.03.02 Graduation Requirements for Public High Schools in Maryland,** were adopted by the State Board of Education. This action was taken at a public meeting, notice of which was given by State Board agenda pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

These regulations, which were proposed for adoption in 12:9 Md. R. 897 — 900 (April 26, 1985), have been adopted with the minor changes shown below.

Effective Date: July 29, 1985.

.03 Graduation Requirements.

The following general State standards govern requirements for graduation from Maryland public schools.

A. — F. (proposed text unchanged)

G. Alternatives to 4-Year Enrollment in a Public High School. In recognition of the fact that [[*the*]] *4-year enrollment in a public high school may not serve the best interests of some students, the following alternatives should be made available:*

(1) Early College Admission Program. A student may receive a Maryland High School Diploma through participation in the early college admission program, provided that:

(a) (proposed text unchanged)

(b) A written request by the student and parent (guardian) is made to and approved by the local superintendent of schools, asking the waiver of the 4-year attendance requirement and certifying the early admission acceptance. The student's program [[*of*]] *for the first year of college shall be approved by the local superintendent of schools if this program is included toward the issuance of a high school diploma.*

(c) (proposed text unchanged)

(2) — (4) (proposed text unchanged)

H. (proposed text unchanged)

I. Transfer.

(1) — (2) (proposed text unchanged)

(3) Transcript of Record from [[*Non-accredite*]] *Nonaccredited School.*

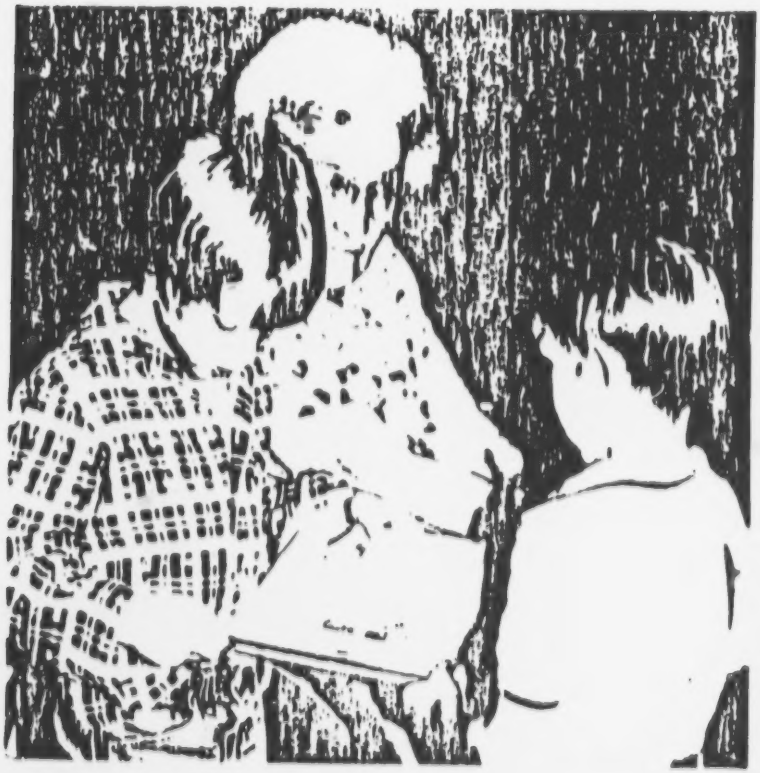
(a) The principal shall ascertain whether the school or schools previously attended by the student are accredited. If there is any doubt on this point, an official inquiry should be addressed to the state department of education in the state in which the school or schools are located. If the school or schools are approved by that state, credits may be allowed the student in the subjects which [[*he*]] *the student has completed successfully.*

(b) A local superintendent of schools shall determine by an evaluation of a student whether credits earned at a [[*non-accredited*]] *nonaccredited high school will be accepted at the public high school to which the student transfers. This evaluation may include administration of standardized tests and examinations, the use of interviews, as well as the inspection of transcripts, report cards, and other documentation. The student shall be notified in writing of the reasons for any failure to transfer credits from nonaccredited schools.*

DAVID W. HORNBECK
State Superintendent of Schools

[Md. R. Doc. No. 85-R-167-F. Filed at Div. of St. Doc. July 3, 1985.]

POSITION PAPER ON COMMUNITY EDUCATION



MONTANA OFFICE OF PUBLIC INSTRUCTION
ED ARGENBRIGHT, SUPERINTENDENT
HELENA, MONTANA 59620
1983

Foreword

The Office of Public Instruction has always provide
support and encouragement to the public schools o
Montana. It is time to re-establish an important goal fo
this office: a commitment to the community as a whole

The school and community reinforce each other i
teaching about life and about living with social change
Children learn from all life experiences, and certainly w
must acknowledge the community as a vital factor in th
educational process.

This paper presents a policy which encourages school
and communities to become partners in providing for th
education and well-being of citizens.

Ed Argenbright
State Superintenden

Statement of Philosophy

Community education is based on the premise that the community is educational and that education is the preparation of an individual to live in society. Community education is defined as a partnership among the schools, citizens and community organizations for the purpose of using local resources to meet the social, cultural and educational needs of all community members. The public thus determines how best to use its resources. The logical function of the school in this process is to assist in resource identification and program planning. As a public facility, the school may be used to its fullest extent for community purposes. As an educational institution, the school is responsive to the educational needs of the community as a whole. Montana schools are truly "community schools."

History of Community Education in Montana

Community education is not a new concept in Montana. From early times, the school has been the center of community activities such as civic projects and social gatherings. The school was also a gathering place for citizens where many of the decisions affecting the community were made. This is still true today. Our rural state enjoys a sense of community lacking in large metropolitan American cities.

Constitutionally, our system of education is pledged to develop the full educational potential of each person in the state. It is this responsibility to provide a quality education to meet the needs of our citizens that is the foundation of the community education philosophy.

In February 1977, the Board of Public Education issued the following resolution to support the concept of community education:

WHEREAS public schools are owned and maintained by the people and most often represent the largest single investment of tax money in a community, and

WHEREAS schools are most often strategically located in communities, and possess facilities and equipment which are adaptable for broader community use, and

WHEREAS the traditional use of schools for the purpose of educating young people six to eight hours a day, five days a week, thirty-six weeks a year does not realize the full potential usage of these important facilities for the good of the larger community, and

WHEREAS the problems facing community members today as they attempt to adjust to a changing society are so great that no one agency, organization or institution can continue to operate independently of the other, and

WHEREAS no single coordinated strategy for the development and utilization of community resources presently exists, and

WHEREAS the philosophy of community education provides that vehicle by expanding the traditional role of the school from that of a formal learning center for the young people to a community center which provides a lifelong learning opportunity to all segments of the population on a schedule that is virtually around the clock, around the year.

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THEREFORE BE IT RESOLVED that the Board of Public Education of the state of Montana extends its support for the development and expansion of the community education process which encourages the development of a comprehensive delivery system, based on local citizen involvement, greater utilization of school community facilities and resources, interagency coordination and improved school community relations in order to provide for the educational, recreational, social and cultural needs of all community members.

In its *Standards for Accreditation of Montana Schools*, the Board of Public Education recommends that a school district's philosophy include the community education process. It further urges schools to take advantage of all appropriate educational resources within the community to assure that the educational program for each student is related to the student's needs and relevant to life within the community.

Office of Public Instruction Goals

The educational goals of the Office of Public Instruction provide the framework for state leadership in the development of community education. The Superintendent of Public Instruction and staff will:

1. Serve the communities of Montana by helping them attain their educational goals and objectives.

2. Assist in the development of programs that will contribute to the maximum human potential of each person.

3. Provide educational leadership stressing basic skills necessary to compete in the market place as well as in contemporary society.

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4. Encourage cooperation between levels of government, agencies representing various services, community civic service, private sector businesses, and unions etc. Schools must be part of the totality of these community efforts.

5. Encourage public participation in state and local educational decisions.

6. Keep citizens informed of advances in educational technology and methodology.

7. Encourage local initiative and creativity in exploring options for responding to the social and educational needs of community members.

8. Develop a comprehensive system for meeting Montana educational curricular needs for the purpose of providing appropriate assistance and guidance to Montana communities.

The Community School

A community school is any school which serves as a center for the community or neighborhood activities. As a publicly owned facility, the school is most effective when it fully serves the people who support it. A school cannot provide everything an individual needs, nor can any single institution; but together the people and organizations in a community can plan the most effective use of all available resources.

The Office of Public Instruction has adopted the position that a community school is a wise use of resources and may be used:

1. For the benefit of all citizens.

2. To assist administratively in the development and operation of community education programs designed to meet the needs of the community for educational, social, and cultural opportunities.

3. To enhance the program of elementary and secondary school instruction by taking advantage of all appropriate educational resources within, and available to, the community.

4. To cooperate as an active partner with business, industry, local government and civic groups in order to solve individual and community problems.

Implementation of Community Education

Implementing community education is not an extravagant experiment in a new educational philosophy. In fact, its principles are so sound and logical that most Montana schools routinely incorporate many of them. The manifestations of community education are as varied as the personalities and interests of the people in each community. The common denominator is a system of community self-improvement based on public involvement and cooperation.

The following suggestions for putting community education principles into practice are intended to be open ended and non-restrictive in order to encourage implementation based on the uniqueness of every community.

1. *Involvement in the K-12 program:* assist teachers by identifying community resource people, by organizing a volunteer program, by making or donating teaching materials and by facilitating numerous contacts between the school, home and the community. Provide academic credit for community service and work-study projects.

2. *Programs for adults:* structure credit or enrichment classes, workshops, senior citizen activities, sports and recreation, performances, music or drama groups.

3. *Additional programs for youth:* design supplementary enrichment programs for youth as community needs dictate.

4. *Special projects:* contribute to special community projects in cooperation with public agencies and private organizations.

5. *Community services:* encourage cooperation between the schools and the providers of such services as health care, counseling, law enforcement, and vocational rehabilitation; distribute conservation, energy, and other relevant public information; sponsor programs in cooperation with local government or community service agencies.

6. *Public relations:* strengthen school-community communications by publicizing information about school and community activities.

7. *Use of facilities:* make available within local policies the resources of the school, recognizing the school as a primary community asset for all citizens.

Results of Community Education

The Office of Public Instruction believes that a cooperative effort between schools and community will result in conditions of quality educational efforts, maximizing the potential of our schools as community resources. Improved school community relations will benefit the entire community and our democratic approach to government.

Minimum	Recommended
202. Board of Trustees	
(1) Boards shall conduct regular monthly meetings and keep records in accordance with state law.	
(2) Each school district shall formulate a written comprehensive philosophy of education which reflects the needs of students, and a statement of goals which describes the district's particular philosophy. The school district shall publicize the availability of such statements so that persons so wishing may secure a copy, and such statements shall be reviewed annually by each school district and revised as deemed necessary.	The board of public education recommends that a self-evaluation of the district's educational program shall be conducted every five years using the National Study of School Evaluation Evaluative Criteria or some other means of self-evaluation. Following the self-evaluation, schools are encouraged to utilize a visitation team of educators, students, trustees and lay citizens to validate the school's self-evaluation once every ten years.
(3) Each school district shall have written policies which delineate the responsibilities of the board, the superintendent and personnel employed by the school district. Policies will be reviewed annually by the school district and will be available to employees and patrons of the school.	A district's philosophy may include the community education process which encourages the development of a comprehensive delivery system, based on local citizen involvement, greater utilization of school-community facilities and resources, inter-egency coordination, and improved school-community relations, in order to provide for the educational, recreational, social and cultural needs of all community members.
(4) Each school district shall have a written policy regarding student and parent due process rights.	
(5) Each school district shall have valid, written contracts with all regularly employed certified administrative, supervisory and teaching personnel.	
(6) Each school district shall schedule a school term consisting of at least 180 days, Monday through Friday, in accordance with state law. A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the superintendent of public instruction except where an emergency is of one day's duration and is to be made up on Saturday of the same week, in which instance the district or county superintendent may approve the Saturday make-up day.	
(7) The board of trustees shall transact official business with professional personnel and other employees through the district superintendent of schools except as provided in section 39-31-101 through 39-31-304 of state law.	

EXCERPT FROM MONTANA SCHOOL ACCREDITATION STANDARDS.

ROBERT L. BRUNELLE
COMMISSIONER
NEAL D. ANDREW, JR.
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
64 N. MAIN STREET
CONCORD, 03301

271-2529

September 5, 1978

TO: Superintendents
High School Principals

FROM: Frank W. Brown, Chief
Division of Instruction

SUBJECT: Suggestions relating to academic credit and work experience

During the past year we have received a number of requests for assistance in connection with awarding academic credit for work experience. In order to be helpful to those who are involved in planning programs, we have developed some suggestions to be followed. These suggestions are designed to help local school personnel who are involved in arranging for educational programs that involve both school and community.

If you have comments or questions concerning these suggestions, please let us hear from you.

FWB:mg

Enclosure

DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
64 NORTH MAIN STREET
CONCORD 03301

SUGGESTIONS FOR DEVELOPING PROGRAMS AND AWARDING CREDIT FOR COMPARABLE SKILLS AND KNOWLEDGE DEVELOPMENT THROUGH SCHOOL-COMMUNITY AND COMMUNITY-RELATED LEARNING ACTIVITIES

RATIONALE FOR CONSIDERING THE GRANTING OF CREDIT FOR PARTICIPATION IN COOPERATIVE WORK EXPERIENCE PROGRAMS AND CONCENTRATED EMPLOYMENT TRAINING ACT (CETA) PROGRAMS:

The basic rationale for awarding credit for Cooperative Work Experience Programs, CETA funded activities, and other community based projects is to encourage youth and adults to expand their learning opportunities through direct involvement in learning activities of benefit both to themselves and to the community. Such activities are often referred to as work study, Diversified Occupations Programs, Vocational Education Cooperative Programs, "on the job training," and other such titles.

Work in the community can provide trainees with skill training in occupational areas of their interests and aptitudes with the right selection of activities. These experiences will provide career information and assist trainees in planning their careers. Trainees will gain invaluable experience in dealing with people; improving inter-personal skills and developing saleable skills.

Of utmost importance to the success of these experiences is the degree of commitment of the student and those involved in his/her training. Before any trainee begins working, a written training program should be developed jointly by the trainee, employer and program coordinator, and the parent when the student is a minor. This plan must clearly specify: (1) what is to be learned; (2) the responsibilities of the employer, the school, the student and the parent; (3) the expected outcome of the program; (4) the duration of the program; and (5) the credits to be awarded. The program must conform to both State and Federal Laws and Regulations regarding the employment of persons under 18 years of age. Certain exemptions or waivers may be obtained by conducting an approved vocational program.

The format used by the State approved Diversified Occupations and Vocational Cooperative Work Experiences are appropriate models.

SOME OPTIONS WORTHY OF CONSIDERATION FOR DEVELOPING CREDITABLE COOPERATIVE WORK PROGRAMS:

1. A school may develop a program based on special student needs identified at the local level which incorporates the conditions enumerated in this paper.

2. A school system may develop an approved Diversified Occupations Program which meets the requirements of the New Hampshire State Department of Education.*

* Requirements for approval of Diversified Occupations Programs and Vocational Cooperative Programs are available from the New Hampshire State Department of

3. A school may develop an approved Vocational Cooperative Education Program.*

4. A school may develop a program in cooperation with the trade organization where that organization provides on-site laboratory experiences in industry.

* Requirements for approval of Diversified Occupations Programs and Vocational Cooperative Programs are available from the New Hampshire State Department of Education, Division of Vocational Technical Education.

CONDITIONS AND INFORMATION WHICH SHOULD BE PROVIDED THROUGH ADEQUATE SUPERVISION AND PLANNING AS THE BASIS FOR APPROVAL OF PROGRAMS AND FOR AWARDING CREDIT:

A. Information to be provided to every trainee:

1. the present and future benefits to him/her;

2. when and with whom the trainee will be working;

3. what specifically the trainee will be doing;

4. what the short-term goals are and how often and by what means the trainee will learn of his/her progress and success; and

5. the final skills and knowledge the trainee will be expected to have in order to qualify for credit.

B. Criteria for awarding school credit for community-based work experiences:

1. The participating institution is responsible for:

a. awarding the credit;

b. providing the transcript; and,

c. maintaining the permanent records.

2. The amount of credit awarded by the participating institution to participants in work experience programs should be comparable to credit normally granted for that level of skill and knowledge development.

C. Criteria for the placement and operation of work experience or community-based training programs:

1. The trainee should be assigned to a job training station commensurate with the trainee's skill level, career goals, interests and abilities.

2. Training stations must be located in reputable firms and agencies which comply with all safety and health regulations and have made provisions for adequate supervision.

3. Before any trainee begins work, a written training plan must be developed jointly by trainee, credit-granting institution and participating employer; the plan will serve as a schedule of on-the-job tasks with corresponding technical information related to job training.

4. A written agreement of the training commitment must be signed by the trainee, employer, parent, credit-granting institution, so that all parties involved clearly understand their respective responsibilities.

5. Federal and State Labor Laws relating to the employment of minors will be strictly adhered to.

6. Trainees will be paid in conformity with current Federal and State Wage and Labor Laws.

7. An active community advisory committee is an important and major asset for the successful operation of the trainee program. This committee should include trainees, parents, school personnel, tradesmen, and persons from businesses, industries and agencies that are involved in the program.

8. The program needs a strong endorsement by the school administration, the trainees, participating community agencies and the employers.

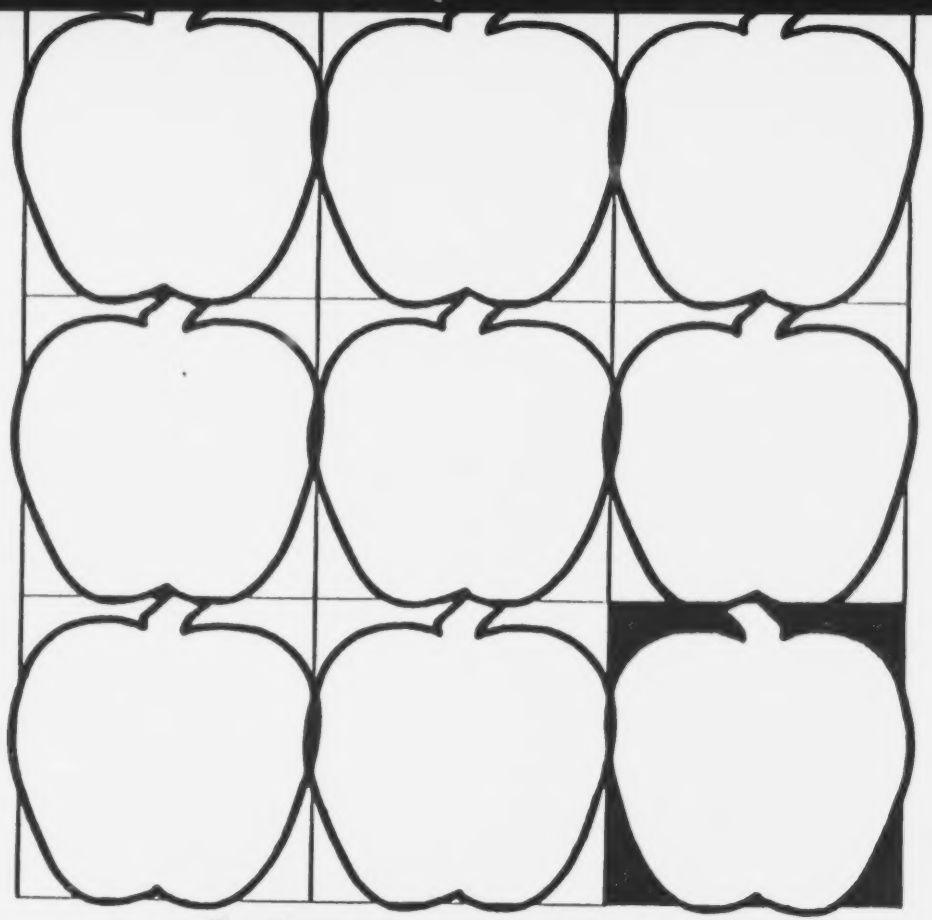
9. A major component of every training program should be a specific and clear plan for evaluating and documenting the trainee's progress.

10. Each trainee will be provided progress reports on a regular basis.

11. The major responsibility for coordinating and monitoring this type of training program should be based on a written agreement between personnel representing CETA and the school.

12. <u>CAUTION</u>: Employment of students under 18 years of age in hazardous occupations is illegal. However, there are exceptions to this restriction, such as: approved diversified occupations programs, approved vocational cooperative work experience programs and others as permitted in current legislation.

FWB:mg
9/6/78



Alternative Education Programs

A Guide for Implementation

New Jersey Department of Education

Alternative Education Programs
A Guide for Implementation

Fred G. Burke
Commissioner of Education

Gustav H. Ruh
Deputy Commissioner

Catherine Havrilesky
Assistant Commissioner
Division of School Programs

Prepared by
Thomas J. Rubino and Lillian White-Stevens

New Jersey State Department of Education
Division of School Programs
Branch of Curriculum
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July 1981

PTM NO. 200.41

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THE STATEMENTS CONTAINED IN THIS GUIDE ARE NOT MANDATES BUT RATHER ARE INTENDED TO ASSIST LOCAL BOARDS OF EDUCATION WITH THE IMPLEMENTATION OF NEW JERSEY STATUTES ANNOTATED 18A:7A-1 and NEW JERSEY ADMINISTRATIVE CODE 6:8-4.2(d).

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N. J. 08625

OFFICE OF THE COMMISSIONER
CN 500

Dear Colleague:

In March 1980, the State Board of Education established standards for high school graduation to improve the educational opportunities for students in the state.

Although the standards and curriculum requirements now required may be considered more specific, they have maintained a system to individualize the curriculum for students with special needs, interests and abilities, known as the Program Completion Option. Referred to in the past as "Plan B," the option provides students with an alternative way of satisfying the high school graduation requirements.

Accordingly, local school districts are encouraged to take advantage of the flexibility the program completion option offers to accommodate the wide variety of needs, interests and aspirations of their students. The use of this option is not required, but may be chosen by students or staff in accordance with individual student needs.

This guide focuses attention on the need for developing options and the ways to facilitate their implementation.

Sincerely,

Fred G. Burke

Fred G. Burke
Commissioner

I. Introduction

Current interest in alternative education programs stems from concerns about violence, vandalism and disruption in the schools. These and other behaviors, such as truancy, absenteeism, substance abuse, the dropout rate and discipline problems, are only the obvious manifestations of larger, more generalized problems. Contributing factors are basic skills deficiencies, frustration, alienation, anxiety, poor or inappropriate motivations, and anger. These factors may stem from personal and family problems, a history of failure, negative self-concept, peer pressure, and a sometimes hostile, uncaring and punitive school environment that provides insufficient encouragement for the confused or angry student.

Solutions designed to reduce violence, vandalism and disruptive behavior in schools (the manifestation of the problem) without addressing the reasons underlying the behavior will be only partially effective. Alternative educational approaches that seek solutions to the fundamental educational problems associated with school disruption and failure must be used rather than curtailment of the symptoms.

Throughout the nation, panels and state task forces have been formed, studies have been conducted, and private agency foundation support has been provided, all seeking suitable educational options.

The New Jersey State Department of Education has for some time encouraged secondary schools to provide innovative curricula which develop the personal skills and maturity of students, even through experiences outside of the classroom.

The 1973 Report of the State Board Committee on Restructure encouraged local districts to grant academic credit based on "Plan B," a plan which permitted the completion of program or instruction outcomes, rather than basing credit on Carnegie units.

Furthermore, in the Spring of 1979 a Task Force on Violence, Vandalism and Disruption in the Schools, appointed by the Commissioner of Education, submitted its findings and recommendations to the New Jersey State Board of Education, which expressed concern about the needs of the disruptive student. In addition, the recently enacted High School Graduation Standards Act and the accompanying administrative code provisions adopted by the New Jersey State Board of Education in March of 1980 have set specific criteria for awarding a state endorsed high school diploma. (N.J.A.C. 6:8-4.2(d)ii)

Alternative education is now an available option for any student in meeting both local and state requirements. It can apply not only to the turned-off, failing or disruptive students, but also to the highly

motivated students, the gifted and talented students, and even the average student when appropriate.

This guide discusses the development of options which provide students with a variety of ways to meet state and local requirements; outlines the alternative education possibilities in the context of the new recently adopted high school graduation requirements; and describes briefly 40 alternative programs currently operative in New Jersey.

II. Alternative Education

A. DEFINITION

Alternative education is an educational strategy designed to provide non-traditional educational experiences to the conventional programs offered by the public school system for those students who are not succeeding in their present settings. It offers them educational program options and learning opportunities suitable to their special needs, values, interests, talents and aspirations.

B. A NATIONAL CONCERN

A National Panel on High Schools and Adolescent Education was appointed by the U.S. Office of Education to study secondary education because "student characteristics and societal conditions are changing rapidly, yet our secondary institutions appear to have remained relatively stable."[1] The panel in its final report stated that it:

> . . . is persuaded that both as an institution and as a social concept the American high school will remain the keystone of this Nation's educational system. However, it requires orderly reform. It must become flexible in order to cope with the shifting demands that changing populations place upon it . . . at the same time, remain true to its essential heritage as the major formal transmitter of the Nation's culture and history, as the testing and training of youth in preparation for adulthood and citizenship, and the crucial community agency in which the children of all groups learn to live both together and apart (pp. 1-2).

The panel also argued that the confines of one building are no longer enough to contain all the valuable and necessary experiences for today's young person and emphasized *comprehensive* education, not necessarily within the school building.

Because the school is a major socializing institution in the experience of young people (Rutter, et al., 1979, p. 205) and because positive experiences in schools are critical to the development of constructive personal and social behavior patterns, schools must establish alternatives to traditional school practices.

[1]National Panel on High School and Adolescent Education. Final report and recommendations: The education of adolescents. Washington, D.C., United States Department of Health, Education and Welfare, 1976, preface vii.

C. NEW JERSEY PERSPECTIVE

A New Jersey State Department of Education issue paper, Alternatives in Education (1975), pointed out that:

> To some, the act of creating an alternative school is in itself an attack on the venerable and vulnerable traditions of education, because it implies that the system is not adequately serving all students and that perhaps there exists something more desirable. . . . Often the education community (teachers, principals, and superintendents) are products of the traditional system, and their feelings that it has served them well make them reluctant to accept and adapt to change. Effective change requires a receptiveness and willingness to try the untried, as well as the development of a new pattern of response on the part of those persons initiating or affected by alternatives in education (pp. 5-6).

In New Jersey, under the Public Educaton Act of 1975, schools must provide students ". . . the educational opportunity which will prepare them to function politically, economicaly and socially in a democratic society (18A:7A-4)."

In summary, alternative education provides a more personalized atmosphere through individualized program options; allows for more balance between cognitive and affective learning; and facilitates shared decision-making among school administrators, teachers, parents and students.[1]

The term "alternative" has been used as a catch all for any non-traditional education program regardless of the purpose, sponsorship, philosophy, and kinds of students served. Programs of this type include: open classroom or open school, schools without walls, home study and correspondence courses, General Educational Development (GED) test, adult education, vocational education, magnet schools, street academies/dropout centers, pregnancy/maternity centers, bilingual/ethnic/multi-cultural schools, special education, free schools, voucher plans, schools within schools and satellite schools. Many of these models however were developed as alternatives to the public school, and were not *within* the public school system.

Many of the objectives pursued by non-traditional programs as alternatives to the public schools can now be met within the public schools through the various options possible within the program completion concept as authorized by the N.J.A.C. 6:8-4.2. The program

[1]See figure 1 on page 8 which shows a variety of educational options available to satisfy the high school graduation requirements.

completion alternative permits district boards of education to provide non-traditional programs for students in New Jersey's public schools. It may be used: (1) in lieu of the credit year program of studies required for high school graduation; (2) for promotion and graduation, allowing credit for alternative curricular activities based on specific instructional objectives.

Programs may be established as follows (N.J.A.C. 6:84.2(d)ii):

(1) District boards may determine and establish a set number of curricular activities or programs for promotion and graduation.
(2) Programs shall be planned for individuals and/or groups based on specific instructional objectives.
(3) The principal shall certify completion of curriculum activities
(4) Group programs based on specific instructional objectives shall be approved in the same manner as other approval courses. Individual programs shall be on file in the local district subject to review by the commissioner or his/her representative.

D. TARGET POPULATION

Alternative programs and facilities can benefit many different types of students: average students who may have special interests; students who, though highly motivated and self-directed, may have "turned off" and are not experiencing success through the traditional approaches; or gifted and talented students capable of high performance who require qualitatively different programs to develop their gifts and talents. These students are identified by exceptionally high performance, achievement, or potential in the areas of general intellectual ability, specific academic ability, creative or productive thinking ability, psychosocial ability, visual or performing arts ability and psycomotor ability.[1]

Alternative approaches can also benefit students considered "chronically disruptive," characterized by difficulty in abiding by the rules and regulations of the regular school program, absenteeism, difficulty in establishing good relationships with peers and/or adult authority, discipline problems, dropping out of school, truancy, consistent failure, substance abuse, disruptive or violent behavior and other related problems.

The State Board of Education requires that "a pupil shall be referred to the basic child study team to determine if the pupil is eligible for the services described in the special education regulations as a prerequisite to any board of education action on expulsion from the public school N.J.A.C. 6:28-1.5(e)." This requirement has led many school districts to classify such students erroneously as either emotionally disturbed or socially maladjusted, whereas, what they need is special support and assistance to develop more responsible patterns of behavior while meeting the high school graduation requirements. This can be provided through alternative schools or schools-within-schools, which often require separate facilities.

[1]For additional information and suggested planning procedures consult *Guidelines for Gifted and Talented Educational Programs* prepared by the New Jersey Department of Education.

E. FUNDING

To develop alternative education programs many school districts look for special funding sources, such as categorical funds, special grants or compensatory education funding. According to Fantini (1973):

> Alternative education should not depend on increases in per pupil expenditures. Rather, each alternative should adapt itself to the going per-pupil expenditure rate of the school district. The idea is to use existing resources (human and material) more effectively, through alternative schools. . . . Consequently, teachers who are being paid but who are spending their time and effort in one way will, under alternative schools, be able to employ their styles and talents differently. This is more a rearrangement, a realignment, of existing resources than it is an add-on effort (p. 16).[1]

In most cases, the state equalization aid allotment and local school tax revenues available to the district for each enrolled student are sufficient to fund adequate educational programs in an alternative school.

Additional funding sources available to the local school district are the Title IVB entitlement for the purchase of instructional materials and equipment, and the RFP (request for proposals) approach which enables districts willing to develop successful practices to receive funding assistance through the various development programs administered by the department. These programs can then be shared with other school districts. Districts already operating successful programs may apply for validation, and other districts may apply for planning or adoption grants under the Title IV-C program.

Districts contemplating introduction of alternative education programs should also consider the "hidden" cost effective benefits. These include:

—cost of operating alternative programs versus cost of processing students later on through the criminal justice system
—projected cost savings from reduced school vandalism

[1]Fantini, Mario D. "Education by Choice" *NASSP Bulletin*, 1973, pp. 1-19

—possible savings from reduced need to invest in more expensive designs and construction to make school "secure"
—savings from the need to hire security guards
—savings from more task-oriented uses of school staff (teachers as faculty members as opposed to security guards)
—savings from reduced teacher absenteeism, teacher "burnout" and the disproportionate amount of administrator's time taken up with discipline problems
—increase in state aid due to decrease in drop out rate.

F. ANTICIPATED RESULTS OF IMPLEMENTATION

—A reduction in the number of delinquent acts committed in and around schools.
—A reduction in student dropouts, suspensions, expulsions and truancy.
—An increase in the daily attendance rate in schools and school districts impacted by this program.
—An increase in the number of students experiencing academic success and graduating from school.
—An increase in the number of students making a successful transition to employment or post-secondary training and education.
—Adoption and implementation of school policies, procedures and practices which:
—limit referrals by schools to the juvenile justice system;
—provide for due process, fairness and consistency in disciplinary actions;
—reduce student alienation through increased youth, parent and community agency participation in school decision making processes;
—organize and structure learning in ways which enhance maturational development.
—Development and implementation of alternative educational options which increase the opportunity for cognitive, affective and practical learning, and the integration of these options into the regular school curriculum and program.

III. GUIDE TO PROGRAM PLANNING

Pupils may satisfy the credit year curriculum requirement set forth in N.J.A.C. 6:8-4.2 through one of two available ways in addition to the conventional program offered by the district:

1. Demonstration of mastery of locally determined proficiencies—whereby students earn course credits by passing a proficiency test in each of the required curricular areas for which this option is requested.
2. The program completion alternative—whereby students meet the minimum expectations and requirements established for the curricular activity approved by the district board of education for individual or group programs.

A. OVERVIEW OF THE PROGRAM COMPLETION ALTERNATIVE

High school graduation requirements for the curricular areas included in the recently revised administrative code (March, 1980) may be met by students through the program completion alternative which awards academic credit for alternative learning experiences. The following program types are examples of ways to accommodate students need:

1. Individualized Programs
2. Career Education
3. Independent Study
4. Group Projects
5. Mini Courses
6. Community Action Programs
7. Community Service Programs
8. Advanced Placement Examination Programs
9. Remedial/Tutorial Programs
10. School Service Programs
11. Off-Campus Projects
12. Research Projects
13. College Courses for High School Credit
14. Advanced Placement
15. Magnet School, Learning Center
16. Alternative Schools

Figure 1 shows the variety of educational options available to meet the credit year curriculum requirements and satisfy both local and state high school graduation requirements.[1] Program variety and flexibility

[1]The proficiency and curriculum requirements are fully explained in Section V of the Guidelines for High School Graduation Requirements issued by the New Jersey Department of Education in July 1980.

Figure 1: Overview of Educational Options to Satisfy High School Graduation Requirements

Conventional High School Program

1. Credit Year Aproach

—up to 4 credit years
  Communication
  Physical Education, Health and Safety
—up to 2 credit years
  Computation
  Social Studies and History
—1 credit year
  National or Physical Science
  Fine, Practical and/or Performing Arts
—½ credit year
  Career Exploration or Deviopment
—Electives

2. Proficiency Test

—Standardized
—Locally Developed
—General Educational Development (GED) Test

3. Vocational/Technical School Programs

—Agriculture/Agribusiness/Natural Resources
—Business Education
—Health Occupations
—Home Economics and Consumer Education
—Vocational Industrial Education

Alternative Individual/Group Options

1. Program Completion Approach

—Independent Study
—Community action/service programs
—Advanced Placement/Programs
—Research Projects
—College course for high school credit
—Mentor/Tutor Programs
—Special Course Offerings
—Group Projects
—Mini Courses
—Vocational/Career Programs
  Technology for children (T4C)
  Introduction to Vocations
  Experienced-Based Career Exploration
  Work Experience and Career Exploration
  Cooperative Industrial Education
  Employment Orientation
  Work Study and Summer Coupled Work Study
  Industrial Arts
  Learning Exchange Program
—Satellite School

2. Other

3. Alternative School Options

—Satellite School
—School-within-a-school
—Magnet Schools
  Gifted
  Fine arts
  Other
—Adult High School

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Categorical Populations

Special Program Approach

—Bilingual Education
—Special Education (IEP)
—Compensatory Education
—Migrant Education
—Adult Education

are key considerations to enable parents and students to choose those programs best suited to their needs and interests so as to provide opportunity for success.

B. ALTERNATIVE SCHOOL OPTION

The link between immediate school experiences and delinquency suggests the possibility that school experiences themselves contribute to delinquent behavior by not providing appropriate opportunities for success. To prevent violence, vandalism and disruption, schools must provide alternative educational approaches to enable students to experience success.

Expulsion of the disruptive student, an expedient often used, is not a satisfactory solution to the problem and deprives many of our students of an opportunity for the future, while, at the same time it frequently shifts the burden to other institutions, i.e., courts, correctional institutions, the juvenile justice system.

1. Program Elements[1]

To be effective, alternative schools must have certain elements over and above the provision of subject matter and special teaching strategies.

—**An environment of caring and acceptance**—an informal atmosphere, wherein the teacher is in control at all times. Many of the students are bright, understand the concept of "rights," and have difficulty handling the strict rules of a large school which may seem meaningless to them. Some students need a more personalized experience to learn the responsibilities and respect for others that go with individual rights.

—**Individualized instruction**—The curriculum must be based on the proficiencies established by the school district. It should be tailored to student's learning needs and interests, with clear learning goals, specific objectives and an individually paced learning program specified for each student.[2]

—**Reward system**—Effective in generating commitment and motivation, rewards for individual improvement in academic competency and positive classroom behavior should be clear, realistic, attainable and contingent upon student effort and proficiency.

—**Goal oriented work and learnig emphasis in the classroom**—Alternative programs must provide clear standards of achievement and create a "work and learning" atmosphere with classes

[1]All except the first have been established by the Office of Juvenile Justice and Delinquency Prevention.
[2]See pp. 13-14 for more details on the Individualized Program Plan

structured so that students' attention and effort are clearly focused on developing cognitive skills and attaining educational goals.

—**Conducive physical and human factors** which include:

a. Small student population in the program. Fewer students are more likely to establish informal personal relationships with teachers, personal attachments among themselves and commitments to the school. These personal relationships often enhance self esteem and constrain negative behavior.

b. Low student ratio in the classroom. A small number of students provides teachers with greater opportunity to relate to students as individuals, to provide individual attention to their learning needs and to establish positive relationships with them. Although an optimal "student-teacher" ratio has not been established, a range of no more than 15 to 1 seems desirable. The use of community resources, parents and volunteers to supplement the teaching staff should be considered.

c. Caring, competent teachers. The most important characteristic is a combination of genuine interest in working with troubled students, patience and determination, flexibility and adaptability to different students. Teachers' personal characteristics and teaching styles are important for establishing mutual respect with students who have become alienated from traditional schools.

d. Strong, supportive administration. Strong leadership, consistency, and fairness appear to be more important than a particular administrative or management style. The school administrator must set the "climate" which leads to academic success for students, establishes respect for students, and results in fair and consistent discipline procedures.

—**Student and parent involvement in school decision making:** This approach has been advocated to increase attachment and commitment to school, to prevent delinquency and to ensure active involvement (see pp. 14-16 of this guide).

—**Supplemental social services:** Support services are beneficial, such as counseling and casework, specifically tailored to facilitate student adjustment and educational success.

—**Vocationally-oriented components:** These can increase student interest in, and attachment to, school but they may also track students into a less desirable status and occupational role, or may provide students access to jobs they could have gotten even without a vocational component, or prepare students for jobs which are not actually available to them in a tight labor

market. Review of these [illegible] facilitating the transition from school to work, the integration of academic and vocational training, and their delinquency prevention potential resulting from the development of cognitive skills.

—**Peer counseling:** While some peer counseling programs have helped reduce problem behaviors in traditional schools, the potential problems in their use in alternative programs need to be given throughtful attention, i.e., deviant values, delinquent attachments and the irresponsible use of peer pressure can exert a negative influence on the students.

—**Student selection criteria and procedures:** Student selection should not be referral by a teacher or administrator as a result of nonconforming school behavior. To avoid having the alternative school become a "dumping ground" or contribute to the racial segregation of students, criteria and procedures should be developed which require a team approach. The recruitment process should seek a student population representative of a cross section of the traditional school population. Alternatives which serve diverse students facilitate attachments among conforming and delinquency-prone youths which may help prevent delinquency.

—**Location:** The relative merits of different locations for alternative programs need to be carefully weighed. Separate facilities may encourage attachment to the alternative school but can also become dumping grounds for troublesome students; schools-within-schools may facilitate return to regular classes but may increase the negative labeling experienced by participants; and schools-without-walls may fail to provide students with a sense of belonging. Location should be decided with regard to the overall purpose and goals of the program.

—**Learning models:** Different learning approaches and environments may work better for students with different learning styles and abilities. Approaches which match students to learning environments must be considered.

—**Alternatives for primary grade students:** Alternative education approaches for primary grade students with academic difficulties or behavioral problems hold long term promise for prevention of future delinquency.

Educators acknowledge that certain patterns of behavior, work habits and learning characteristics that could interfere with successful school progress can often be recognized as early as kindergarten. To prevent learning and behavioral difficulties, local school district educational planners should consider the development of an early identification and intervention program in the early elementary grades for children exhibiting basic skills deficiencies, inadequate educational progress and/or discipline problems.

2. Recommended Procedures for Establishing an Alternative School

Initial Steps

If you are interested in establishing an Alternative School, the following planning procedures are recommended.

—Request professional assistance—either your area EIC, your County Office of Education, or the New Jersey State Department of Education.

—Organize a small steering committee to obtain input from others who will serve in a leadership role if the decision is made to pursue alternative education.

—Conduct an informal needs assessment to determine if there are interested students or those needing such a program.

—Visit several existing sites to see other programs in operation and what you may wish to do.

—Present the idea to the school district leadership for their input.

—Present a plan to the school board for its reaction.

—Ask for a formal board policy once you have completed a plan.

—Begin state approval procedures.

State Approval Procedures

A school district which desires to establish an alternative secondary school shall, in compliance with *N.J.A.C.* 6:8-42(d), follow these procedures:

1. An application for program approval must be submitted to the State Department of Education which includes the following information on a form available through the office of the county superintendent of schools:
   a. A program description and rationale of the learning needs, behavior problems and/or the educational interests and community concerns to be addressed by the alternative school program.
   b. The proposed staffing, curriculum and courses of study approved by the local board of education.
      i. A description of the curriculum and educational procedures to be used. It should indicate how the curriculum relates to the local proficiencies for each curricular area.
      ii. A list of the certified staff, and areas of their certification, that will be involved in the program. School aides certified by the county superintendent of schools should also be included.
      iii. An explanation of the independent study and/or experimental program components, if any, proposed as part of the alternative school offerings.

   c. Proposed facilities to house the alternative school. Structures other than those meeting specification standards for regular instructional facilities must be temporarily approved by the county superintendent of schools.
   d. An explanation of how non-certificated community resource persons will be used for instruction. The use of uncertificated community resource persons as a valuable supplemental adjunct is encouraged with alternative school programs so long as they work under the supervision of a certified instructor.
   e. A description of the program monitoring procedures for the supervision and evaluation of the alternative school which outlines the responsibilities of the administrator, supervisory and instructional staff, including community resource persons when used. Certificated teachers shall have overall responsibility for the educational program and shall regularly monitor classroom instructional activities, and confer with the community resource persons. They shall also assign course credit and grades with the advice of the appropriate community resource persons.
   f. The proposed date the alternative program is to become operational, along with any pertinent calendars and daily schedules for the proposed school, should be included with the application.
2. Upon approval of the operations of an alternative school, a board of education operating such school shall periodically submit to the commissioner or his designee progress reports for that school pursuant to the required goals, standards, guidelines, and procedures of evaluation set forth in *N.J.S.A.* 18A:7A-1, *et seq.*
3. A board of education considering the establishment of an alternative school or the modification of an established alternative school will be provided assistance in the development or modification of an appropriate alternative educational program on request from the office of the county superintendent of schools or the Bureau of Adult Continuing and Community Education, Division of School Programs, New Jersey State Department of Education.

3. The Individualized Program Plan

a. A specific individualized program plan (IPP) should be prepared for each student which should include:
   i. A description of the pupil's educational performance including academic achievement and vocational aspirations.

ii. A description of the program recommended to meet the pupil's needs.
iii. A statement explaining the rationale which supports this program option.
iv. A statement of the goals and objectives which describe the educational performance expected to be achieved through the program.
v. A statement indicating what curriculum proficiencies will be met by satisfactory completion of the program goals and objectives. It should also include the number of credits that will be earned in a given curricular area for each aspect of the educational experience(s) included in the plan.
vi. A description of the evaluation procedure that will be used to determine whether the specific instructional objectives, performance expectations and curriculum proficiencies have been met.

b. The credit awarded under this option should be based on demonstrated outcomes rather than on time spent. Therefore, minimum performance expectations must be established to assure that the program requirements have been met.
c. The program should be developed in consultation with the principal, counselor, teacher, pupil, parent and other staff members who know the pupil's educational performance. The coordinator of cooperative industrial education should be included in planning programs that have a work-related component.
d. The program should be under the supervision of a certified teaching staff member.
e. The chief school administrator or designee shall be responsible for the placement of pupils in conformance with the pupil's educational program.
f. Individual program plans should be kept on file in the local school district subject to review by the office of the county superintendent of schools.

C. PARENT INVOLVEMENT

As indicated above, parents should be encouraged to participate in the program planning process, because a student's difficulty with the school program also causes disruption and concern for the family, and because continuity between home and school is positively associated with a student's academic success. Thus, a parent participation section should be included as part of the individualized program plan in which the parent agrees to participate in and support the alternative education program. A suggested agreement might contain the following:

As a parent I agree to:
—talk with my child about his/her school activities regularly
—find out how my child is progressing by attending scheduled conferences or initiating meetings whenever needed.
—create a climate at home that supports school (curfews, TV viewing, school attendance, etc.)
—encourage good study and reading habits at home

Programs for parents could include some or all of the following:
—courses, workshops and services on parenting and parent-adolescent communication
—establishment of parent volunteer/aide and tutor programs which may be operated in the classroom, after school, or in the evening
—development of parent rap groups and family resource centers
—study groups for parents on specific basic skills areas
—creation of a Parent and Citizen Advisory Council that integrates relevant community resources and involves *groups* of parents in implementing the school's alternative program.

D. STUDENT PARTICIPATION

Student participation in the planning process and involvement in decision-making help assure program success, since participation generates a sense of responsibility for achieving the agreed-upon objectives. The Commissioner of Education has ackowledged that a critical element in the graduation requirements policies "is that students become partners with us in sharing the responsibility for their education . . . With graduation requirements, we have a mutually cooperative endeavor; the student must carry the responsibility to learn as we carry the responsibility to teach."

Students must be encouraged to examine their particular learning needs, interests and problems; must be helped to choose a course of action that wil lead to fulfillment of their goals and aspirations; and must recognize their responsibilities for their own actions and the resulting consequences.

While the overall curricular areas have been set by the credit year requirements established by the state, much flexibility exists. Proficiencies for each curriculum area are locally determined, allowing a wide variety of subject matter to be included, with many different aproaches and activities. Thus, students are allowed some choice in selecting one approach over another or one area of study over another within the same discipline. Such planning is the mutual responsibility of the students, their parents and the professionals involved in guiding the process. Therefore, a student participation section should be included as a specific component of the individualized program plan. A suggested agreement might contain the following:

As a student I agree to:
—attend school/class regularly

—come to school/class on time
—come to school/class prepared to work (with proper materials, homework assignments, etc.)
—come to school ready to learn (well rested, free from the influence of dangerous substances)
—use the facilities, equipment, materials, etc. in the way they were intended to be used (don't destroy or deface)
—learn and follow the school/class rules
—participate in class discussion, school activities, etc.
—make a legitimate effort to learn
—make an effort to cooperate in maintaining a safe and pleasant school environment
—respect the rights of other students to learn
—respect the rights of teachers to teach

In addition, special program components should involve student participation such as:

—choosing area of study and approaches to be used.
—peer tutoring and counseling
—regular school meetings ("town meetings") to establish sense of community and deal with problems
—student effectiveness training

Student participation should also be sought in the determination of school rules and codes of conduct.[1]

[1]For additional information and suggested planning procedures consult the *Handbook for Developing A Code of Conduct for Students* prepared by the New Jersey State Department of Education.

IV. Alternative Education Programs in New Jersey[1]

BERGENFIELD

Bergenfield High School, *Indivlual Needs Curriculum*
225 West Clinton Avenue, Bergenfield, N.J. 07621
Ralph Clark, Counselor
201-385-8700

Designed for potential dropouts, the program accommodates 12 students each year. Five teachers give individual attention in English, Social Studies, Mathematics, Science and Group Guidance. The program is housed in the regular high school building and has been in effect since 1971.

BLACKWOOD

Highland Regional School, *Alternative Program*
Erial Road, Blackwood, N.J. 08012
Daniel Williams, Guidance Director
609-227-4100

The program serves students with low average ability scores who test more than three grades below level in all areas on achievement tests, whose report cards show a pattern of failure, with poor discipline records. Available only to 9th and 10th graders, it offers work in English, Mathematics, Science and Social Studies. Students who do exceptionally well move out to regular classes so others may be accommodated. Close parental contact is maintained and the teachers are obligated to contact some parents each week. All minor disicipline problems are handled within the program. Initial studies indicated that less than 30% of these students completed high school prior to this program as compared to over 60% since its inception.

BRIDGEWATER-RARITAN

Bridgewater-Raritan High School-West, *The Alternative School*
606 First Avenue, Raritan, N.J. 08869
John Scott, Administrator
201-722-1500-X534

An individualized program located in an "on-campus" setting, the program comprises a half-day academic and a half-day work experience. Students are primarily taught by the school's teachers with some students mainstreamed into the West High School program. Each staff member "counsels" a small group of students,

[1]These programs are adapted from *An Alternative Education Directory for New Jersey* compiled by Leo Hurley in October 1980. It is available from the New Jersey Department of Education. There may be other programs in the state which have not been brought to our attention.

while the full time staff counselor is responsible for testing, scheduling and guidance. A supportive board administration and building principal are great assets to the program.

CAMDEN COUNTY

Juvenile Resource Center, *Alternate School*
319 Copper Street, Camden, N.J. 08101
Stella Horton, Director
609-963-4060

This is a Camden County alternate education program serving the needs of alienated and disruptive youth.

EAST ORANGE

East Orange High School, *HAY*
490 William Street, E. Orange, N.J. 07107
A.M. Reaves, Administrative Assistant
201-266-5800

Except for class size, *HAY* is no different from the regular school program. Emphases are put on small teacher/pupil ratio and individualized attention, with 99% seniors who are poorly motivated but not necessarily discipline problems. The ability level of most students in the program is above average.

ELIZABETH

Elizabeth High School, *Alternative Work Study Program for Potential School Dropouts*
Mitchell Building, 500 No. Broad Street, 07207
Charles Gaffen, Coordinator
201-353-2200-X223

The program is designed for students, grades 9-12, who are unable to function properly in the regular school curriculum. It is basically a supervised work-study program in which the students are under the guidance of a certified industrial arts teacher at a public work site. Students gain not only trade experience but also insight into a possible career choice. They also receive instruction in various home mechanics skills from the curriculum developed for the program, and stipend from CETA for their work.

Visits to various places of business expose them to many vocations. Individualized mathematics and language arts programs reinforce basic computational and communication skills. The students also participate in human relations group sessions to foster both personal insight and development in personal communication skills.

ELIZABETH

Grover Cleveland Jr. High School, *Learning Center*
Mitchell Building, 500 No. Broad Street, 07207
Thomas Ficarra, Teacher
201-353-2200

This program serves students in grades 6-7-8 who are poorly motivated and have academic and behavior problems. The curriculum includes reading and mathematics supplemented by field trips. Students are mainstreamed for other subjects and also attend classes in human relations.

ENGLEWOOD

Dwight Morrow High School, *Alternate High School*
12 Tenafly Road, Englewood, N.J. 07631
Nicholas Perna, Teacher
201-871-4300-X212

This is an on-campus program for students who exhibit behavior problems. The program has two components:

1. Mainstream—students are permitted to take regular courses, but homeroom, study hall and group counseling are in the Alternate School Environment.
2. Self-contained—students take homeroom, English, Science, Social Studies, Mathematics and Comp courses in Alternate School environment, but take Phys. Ed., lunch and electives in regular environment.

Englewood Middle School, *Learning Center and Two Plus Two*
12 Tenafly Road, Englewood, N.J. 07631
Henry J. Pruitt, Principal
201-871-4300

The Learning Center contains mostly 8th grade students who have learning problems and are aggressive in behavior. The major academic subjects are taught in a self contained manner; students go out to related arts and physical education.

The Two plus Two Program contains mostly 7th grade students who show passive immaturity or learning difficulties. These students are passive rather than aggressive. Two teachers in the program teach academic subjects as a team; the students go out to related arts and physical education.

FAIRLAWN

Memorial Junior High School, *Career Education/Advance*
501 Bergen Avenue, Fairlawn, N.J. 07410
Edward Sloan, Principal
201-796-4750

Career Education is for potential dropouts who are marginal students; it concentrates on field trips, taken on a regular basis,

related to the job market. Career Advance is for bright, poorly motivated students.

FRANKLINVILLE

Delsea Regional High School, *Alternate Education*
Blackwood Town Road, Franklinville, N.J. 08322
Roscoe Searles, Teacher
609-694-0100

This program provides more structure to students who are placed in the program by the administration and the child study team with parental involvement. Each student has an individualized educational plan prepared by the child study team. The program is designed to prepare the student to return to regular classes when he/she exhibits behavior which is acceptable in a regular school setting.

GLEN GARDNER

North Hunterdon Regional High School District, *Project Stride*
Route 31, Flemington, N.J. 08822
Barbara Rivell, Director
201-537-4800

Project Stride, an alternative school of the district, serves students with special needs who are referred by their guidance counselors or by the child study team. These students, unable or unwilling to function in the traditional setting, may be disruptive, truant, emotionally disturbed, or must carry family responsibilities, or may include pregnant girls or mothers and students who have dropped out and wish to return for a high school diploma.

Students fulfill the same credit requirements as the district high school and receive the same diploma. There are no classes since students are individually programmed and tutored and work at their own pace in a casual, informal atmosphere. Emphasis is on basic skills and preparation for holding a job. Students receive credit for work experience. The staff works closely with community agencies such as Manpower Office, DYFS, County Mental Health Offices, Probation Department and the JINS Shelter.

HIGHLAND PARK

Highland Park High School, D.E.A.L. *(Dept. of Ed. Alternatives for Learning)*
106 No Fifth Avenue Highland Park, N.J. 08904
Donald Ralph Chairperson
201-572-2423

Serving 15-20 students in grades 9-12, the program provides a modified classroom experience with individualized instruction for potential high school drop outs. Students are under Plan B or preparing for the equivalency examination.

JERSEY CITY

Synder High School, *Focus*
88 Clifton Place, Jersey City, N.J. 07304
Joyce B. Byrd
201-547-4943/3935

The Focus program is considered as a "family group." Ten to twelve students meet with one teacher advisor for one class period each day. One credit per marking period is given for classwork which stresses basic skills. The program uses peer group pressure to create an atmosphere of trust and positive behavior. Behavior contracts are often written and enforced by the family group.

LONG BRANCH

Chelsea School
152 Chelsea Avenue, Long Branch, N.J. 07740
Charles Currie, Director
Ray Walsh, School Director
201-222-5190

The Chelsea School is a state operated residential therapeutic program for troubled adolescents. A full high school program is provided with maximum class sizes of 8-10. Individual and group counseling is provided as well as vocational guidance and rehabilitation.

MACOPIN

West Milford High School, *Drop Out Prevention*
46 Arnold Road, West Milford, N.J. 07480
Robert Farley, Guidance Coordinator
201-697-1700

Initiated in the 78-79 school year, funded by CETA (Comprehensive Training and Employment Act) Title IV monies, the program serves potential dropouts, offering them career counseling and related skills and services. Students, grades 7 through 12, with varying problems and degrees of potential for noncompletion of graduation requirements, are referred to the program by their counselors. Students may receive any or all of the following services: career testing, information and counseling; personal-social guidance and counseling; job related information; referral to other appropriate agencies and services including a work program. For students with a financial need, a component of the program offers an after school work/training program.

MAPLEWOOD

Columbia High School, *West House (CHAOS)*
17 Parker Avenue, Maplewood, N.J. 07040
George Goetz, Director
201-762-5600-X201

This mini school, an alternative educational program for juniors and seniors, meets for three hours, five mornings a week. In the afternoon, students may enroll in additional classes or a work/study program. The Alternative School curriculum includes graduation requirements in English, U.S. History 2, and Physical Education. Students also gain credit by enrolling in a wide variety of mini courses, and by assuming responsibility in the daily operation of the school. Because CHAOS has its own staff and facilities, students and teachers get to know each other well, with students' present needs and future plans the most important criteria. Students may receive up to 20 credits a year in the program.

MATAWAN

Matawan Regional High School, *Educational Opportunity Center*
Broad and South Streets, Matawan, N.J. 07747
Michael Klavon, Director, Vocational Education
Sheia Galgen, Teacher
201-566-7920

This program is designed for a maximum of 10 students in grades 10-12 who have academic and behavior problems and are potential dropouts. A voluntary program, it stresses individualized tutoring and a vocational component.

MILLVILLE

Millville Senior High School, *Alternative School*
25 North High Street, Millville, N.J. 08332
Stephen P. Burke, Supervisor
609-825-8300

Initiated in September 1979, the program offers a diversified curriculum for students who have dropped out and are returning to school, for seniors making up credits, for students who need to finish school early, and for those who are disruptive and not able to adjust to the regular day school program. Classes meet five days per week from 3-7 p.m. and are housed in the senior high school. Course offerings include Basic English, English Novel, Communicative Skills, Introduction to Vocations, General Science, U.S. History I and II, Mathematics I and II, and Group Guidance. The school encourages all students to complete their high school education successfully.

MONTCLAIR

Montclair High School, *Alternate High School and Interim Programs*
22 Valley Road, Montclair, N.J. 07042
Pierson Fellows, Guidance Director
201-783-4000-X311

The *Alternate High School* is Montclair's oldest alternative education program. In existence for 9 years, it is designed for 12 students, grades 9-12, who have experienced failure in the traditional high school through boredom, skills deficiency, high potential that's unidentified and untapped, adolescent alienation, family and peer conflict, etc. Each year, the curriculum is revised and adapted to the needs of the new students involved. The program is housed in a single classroom that resembles a library reading room with an attached indoor greenhouse and a darkroom. The program integrates one's academic work with one's growth and/or therapeutic processes. The courses are mostly in the humanities. Students are allowed to take science, language and math subjects in the other larger programs in the system. Academic work is determined by contracts which are written for each course, each marking period. Writing is emphasized.

The *Interim Program* stresses basic skills for poorly motivated, marginal learners. These students often have a history of poor attendance and behavior problems.

NEPTUNE

Neptune Evening High School, *Adult Evening High School*
2106 Bangs Avenue, Neptune, N.J. 07753
Joseph Ryan, Vice Principal
201-774-6266

This program enables those who have not completed their high school diploma to do so, part-time or full-time, in the evening. It offers a second chance to realize individual goals in terms of further education, career development, and personal fulfillment. Classes are provided in three major areas: General Education, Vocational Development and Academic Preparation.

NEWARK

Education Center, *Work/Study Program*
2 Cedar Street, Newark, N.J. 07102
Rocco Misureli, Director

This alternative high school program, based on a Work/Study experience, employs diagnostic prescriptive teaching, using the Adult Basic Education Testing program. A year round program of 12 months, it is held in cooperation with business and industry as well as federally funded interim work programs such as CETA or YEPT. Two graduations are held per year, in March and Septem-

ber, with a high school diploma granted. This school is fully accredited by the State Department and has been fully funded by the Newark Board of Education since 1964. Over 1600 students have been graduated since that time. Open enrollment policy permits students to register at any time during the year. Eligibility depends on 10th grade credits, residence in Newark, age 16 and 20, and out of school for six months.

West Kinney Middle School, *Suspension-on-Site*
2 Cedar Street, Newark, N.J. 07102
Margaret R. Roberts, Guidance Counselor
201-733-6764

This program is designed for 20 students at a time in grades 7-8, all with attendance, behavior and academic problems. Individualized instruction is used. The program is an alternative to school suspension, and individual counseling related to specific academic and behavior needs is provided.

OLD TAPPAN

Northern Valley Regional High School, *Project Pass*
Central Avenue, Old Tappan, N.J. 07675
John Conlon, Guidance Director
201-768-3200-X280

A program for poorly motivated, alienated and dropout prone students, the program provides individualized instruction in English, reading, social studies, mathematics and physical education and health. A work experience program is included and students seek their own employment. All aspects of this program accent flexibility and good human relationships. Project Pass accommodates 20 students in grades 11-12.

PENNSAUKEN

Pennsauken Junior High School, *Alternative Class*
Hylton Road, Pennsauken, N.J. 08110
Joseph F. Mondelli, Principal
609-662-6500

This program is designed to change negative attitudes toward school life into positive attitudes. A self-contained program, four teachers visit each day to give instruction in mathematics, science, social studies and English. The students are permitted to take part in other subjects in other parts of the building if they can handle them.

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PEQUANNOCK

Pequannock Township High School, *I.C.E. (Isolated Controlled Environment)*
493 Newark-Pompton Turnpike, Pompton Plains, N.J. 07444
Ralph M. Rizzolo, Vice Principal
201-835-5800

This program is designed for 11 suspended students in grades 9-12. Individualized instruction is provided in all subjects, and group counseling is used.

PERTH AMBOY

Perth Amboy High School, *Perth Amboy Alternative High School*
178 Barracks Street, Perth Amboy, N.J. 08861
Wayne Otlowski, Teacher Coordinator
201-826-3360-X274

The Alternative School concept in Perth Amboy started in 1973 as a joint effort between the Board of Education and the Office of Community Development to help those students who were potential dropouts, truants, delinquents and academic misfits. Starting slowly as a pilot program housed in a storefront school, the school today is solely funded by the Board of Education. Based in the Neighborhood Center on Olive Street, it has a present enrollment of 24 students with 3 staff members.

PRINCETON

Princeton High School, *Princeton Learning Community* and *Princeton Community Resource Program*
P.O. Box 711, Princeton, N.J. 08540
Dr. Ron Horowitz, Teacher
609-924-5600-X328

The *Learning Community* is an Alternate School within Princeton High School stressing the academic areas of English, social studies, and mathematics. There are regular class periods; 5 credits are given for a full year course; and grades are issued 4 times during the year. The Learning Community, however, differs from the high school in the following:

—It has about 100 members.
—Classes are often divided into smaller groups.
—Most courses are open to all students; they are not segregated by grade. For example, Freshman can take U.S. History I.
—Students have considerable influence in classroom decision.
—Individualized and small group instruction is emphasized.

The *Princeton Community Resource Program* is a community based program to meet the needs of students who wish to expand their learning beyond the classroom. With the approval of the staff, individual and group activities use professional, cultural, or educa-

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tional resources in the community. Students may work with a lawyer, doctor, community officials, artist, professor, or any other individual in order to complete a project. Criteria for evaluation are determined by agreement with the staff and administration. Students in the program are expected to establish specific weekly and long term objectives, present objectives for approval to the staff and community sponsors, keep a log of specific activities, and develop a process so that their work can be replicated by others.

The program is governed by an advisory board, comprising school and community representatives, which offers suggestions about program and fosters a cooperative network between the school and community.

RIDGEWOOD

Ridgewood High School, *Alternate Program*
49 Cottage Place, Ridgewood, N.J. 07450
Miss Helen Aslangles, Teacher
Mr. J. McKeon, Teacher
201-444-9600

Serving a maximum of 20 junior and 20 seniors, this is an alternative English and social studies program. A contract system is employed and students are expected to plan and organize their own learning. Research projects and community projects and service are an important part of the program. Teachers serve as guides and advisors. Average and above average students participate.

SADDLE BROOK

Saddle Brook High School, *Alternate School*
Mayhill Street, Saddle Brook, N.J. 07662
Miss Jane Moffet, Principal
201-843-2660

This is an alternative program for dropout-prone and disruptive youth.

SOMERVILLE

Somerville Middle School, *Alternate Program*
51 West Cliff Street, Somerville, N.J. 08876
Mrs. Bernice P. Venable, Principal
201-722-4600

This program is for suspended students, students with social and discipline problems, new students and others who have specific academic problems. Individualized instruction is provided by a special instructor who cooperates with the regular teacher.

SOUTH BRUNSWICK

South Brunswick High School, *Project Promise*
One Executive Drive, South Brunswick, N.J. 08852
Dr. Katye M. Monroe, Director, Alternative Program
201-329-4044

This alternative program is called "Project Promise" because it promises to give added support to students that have difficulty adjusting to the traditional school program. It provides specific alternatives for the students to develop skills as well as use the skills they already possess. Special classes aid students through motivational activities. It provides more of an individual approach to learning than the traditional school. Other specific activities are designed by students which enable them to use their skills and develop them into marketable channels.

SOUTH ORANGE (See MAPLEWOOD)

TEANECK

Teaneck High School, *Alternative II Program*
1 West Forest Avenue, Teaneck, N.J. 07666
Robert Wright, Assistant Principal
201-837-2232-X732

This program has approximately 70 students, four teachers, one guidance counselor and a director, and is designed for students who will benefit academically and socially from a close relationship with teachers and other students. They receive extra assistance with skills, and special attention is given to improve negative behavior such as underachievement, cutting, etc. All activities revolve around the core curriculum, Reading, History, Mathematics and English. The primary goal is to insure that students don't get "lost in the shuffle." Academic materials, when possible, serve the dual function of strengthening character and developing skills. In addition, meetings between students and staff, group counseling, career orientation, field trips and physical activities (softball, hikes, volley ball, etc.), all foster a sense of community and belonging.

TRENTON

Junior High School #1, *Mercer Street Friends*
108 North Clinton Avenue, Trenton, N.J. 08609
Albert Williams, Principal
609-909-2690

Accommodating a maximum of 30 students in grades 7-12, the program is designed for students who are poorly motivated, truant, potential dropout and in some cases, disruptive. The curriculum includes English, reading, social studies, mathematics and health. The program is individualized and includes a CETA work program.

UNION

Union High School, *Career On-Site Training (C.O.S.T.)*
2369 Morris Avenue, Union, N.J. 07083
Joseph E. Bellveau, Coordinator
201-688-1200

Designed for alienated students with behavior and attendance problems, the program combines work experience with academic instruction, leading to high school graduation and employment. Up to 40 students in grades 10, 11, and 12 enter the program.

Kawanecki Jr. High School, *On the Job Training (OJT)*
2369 Morris Avenue, Union, N.J. 07083
Stella A. Gallo, Counselor
201-688-1200

The "On the Job Training Program," formerly "Work Experience Career Exploration Program" (W.E.C.E.P.) was developed to help school alienated students, ages 14-16, to experience on-the-job training and continue their education.

VINELAND

Winslow Annex School, *Supervised Individual Instruction Program (S.I.I.P.)*
106 Landis Avenue, Vineland, N.J. 08360
James Bergmann, Teacher
609-692-3798-X207

This program works with disruptive students. They are removed from the regular class setting and sent to S.I.I.P. for a minimum of 20 days. During this time behavior modification and individual lessons are used to determine if the student needs further CST evaluation, and what type of school program is needed. Alternatives may be: returning to regular class, special class, adult school, GED, etc.

WASHINGTON

Warren Hills Jr. High School, *Ungraded Class*
25 West Washington Avenue, Washington, N.J. 07882
Michael Flood, Principal
201-689-0750

This program is designed to assist pupils who have academic and/or peer social needs that prevent them from succeeding in the regular school program. Limited class size enables concentrated efforts to remedy their deficiencies and address their needs. Pupils are again mainstreamed when they achieve success.

WESTFIELD

Westfield High School, *Project 79*
305 Elm Street, Westfield, N.J. 07090
Beverly J. Geddis, Teacher
201-232-2020

This program addresses students of average or above average ability who are having difficulty in a traditional class setting. English, mathematics, social studies and science are taught in the program which runs from 8:25-11:15 each day. The students are mainstreamed for physical education and all other courses. Various methods of instruction, including individualization and an interdisciplinary approach, are used so that each student may receive the attention needed. A schedule of 10, 20-minute periods provides flexibility for large and small group instruction and for ancillary activities.

WILLINGBORO

Willingboro School House,
Salem Road, Willingboro, N.J 08046
Joseph Pezzullo, Coordinator
609-871-9000

Started in 1970 with 50 students in grades 7-11 the program is for those not able to adjust to the regular curriculum. It attempts to help each student improve his/her self image and make better behavioral adjustment in order to return eventually to the regular high school system. The program is 100% suburban, contains 8 full-time staff members, and is funded by the Board of Education. Admission is by referral and interview.

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SERVICE LEARNING

Ex—Officio Members

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Broadview Middle School
Burlington

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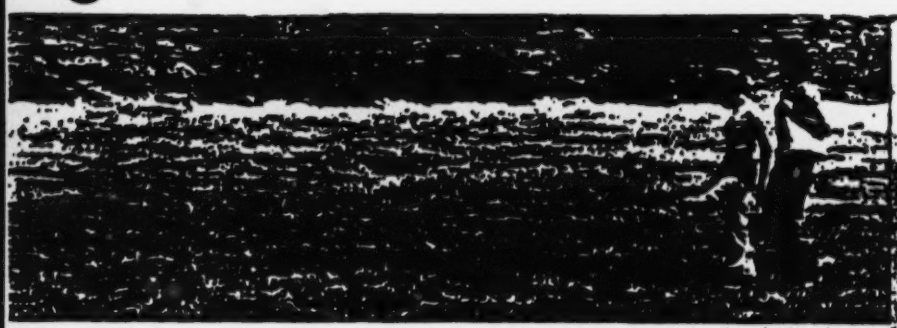
This report reflects nine months of research and deliberation and represents an effort to incorporate the views of all the members of the advisory committee, Governor James B. Hunt, Jr., State Superintendent of Public Instruction, A. Craig Phillips, the North Carolina School Boards Association, and numerous, interested and concerned persons across North Carolina.

It is the hope of the advisory committee that the reader will find the sample programs, suggestions and ideas expressed in this report helpful in developing and implementing service learning programs.



After considering all research and discussion, the advisory committee concluded with the following recommendations.

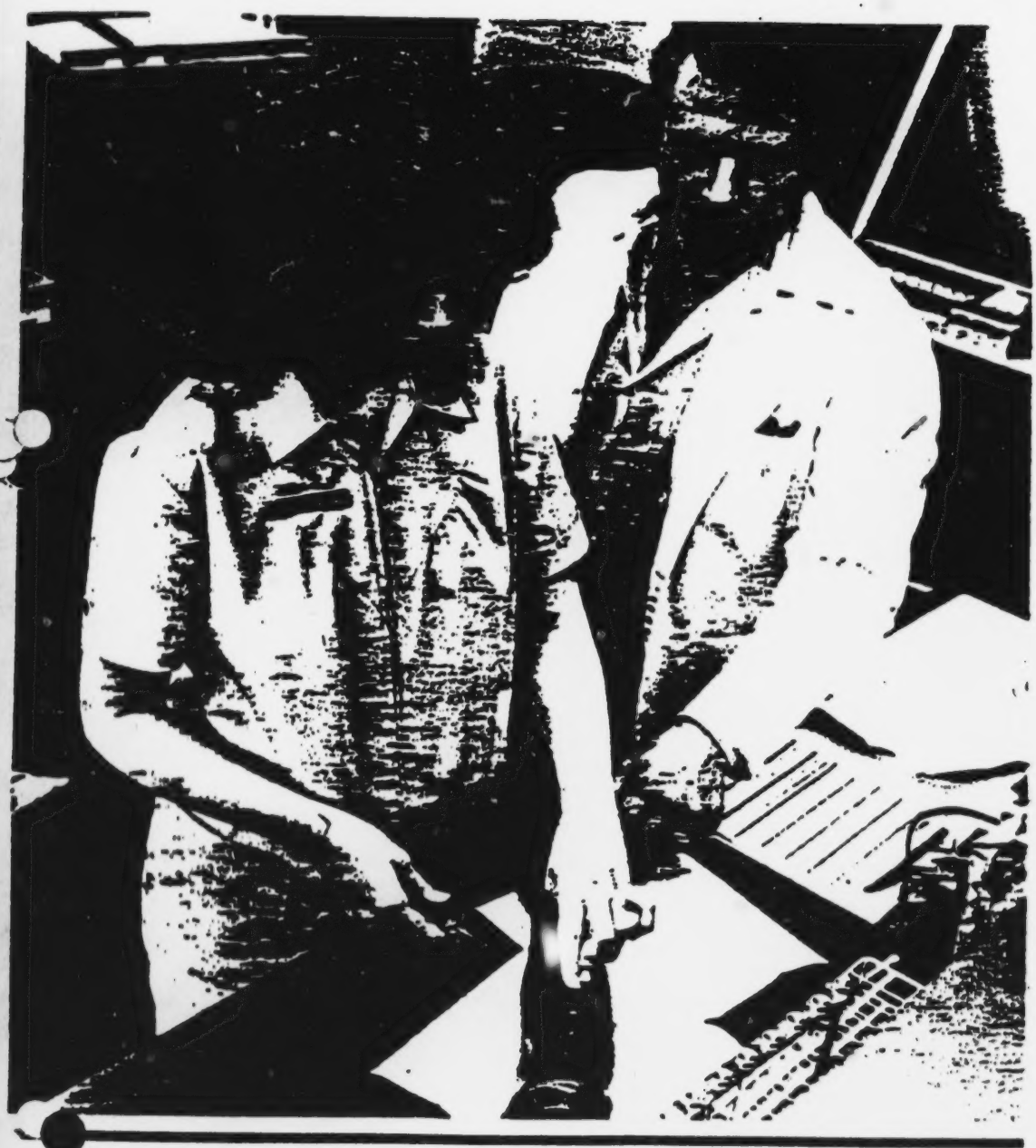
—*That schools provide opportunities for any student who so desires to engage in a program of service learning experiences beyond the conventional course curriculum and to earn elective credit toward high school graduation.*

—*That schools and communities actively work together to pursue service learning opportunities for and with students.*

—*That schools facilitate opportunities for any student to participate in educational and governmental conferences, programs, and workshops that provide service learning experiences.*

—*That these experiences should be considered an integral part of the curriculum and the participating student(s) should not be penalized, but allowed to make up missed work.*

- enhancing schools and communities by tapping the under-utilised energies, enthusiasm, idealism, talents and willingness of students



would enjoy it. I think they would learn from it. I think people would benefit from it.

"I would hope that through the work of this committee, you come up with a plan by which we could actively encourage great numbers of our young people to work as volunteers in school and outside of school. They should get academic credit for volunteering when it is done in a way that is appropriate and carries with it the kind of value and benefit that ought to receive academic credit. I am one who believes in high standards and excellence in schools. I believe in that very deeply. So we have to be careful that we don't let these kinds of activities mean that students are not taking tough courses and doing the hard academic work that you have to do to develop intellectually. I think you can do both and I think you need to [illegible] both. To do just one of those, or the [illegible]r, is a mistake.

"[illegible] have to use all the resources we can [illegible], mixing up a lot of private and public resources. This is a time when money is tight, but this is not a time to quit doing new and better things. We have to find more resources and use them in better and more creative ways to get people to work harder. I think that is what you can do. I can't think of one single thing in this state that might turn loose more of a burst of new and very good, positive, creative energy to improve the state than by getting young people involved in innovative service learning experiences. If this becomes known as the state where young people

- *Programs*—conducted a survey statewide to identify service learning programs already operating in schools across North Carolina and developed recommendations based on successful programs.

The results of subcommittee research and advisory committee action are reflected in this report. Those serving as appointed and as ex—officio and staff members of the advisory committee are listed at the beginning of this report.

The Purpose of the Advisory Committee

The advisory committee perceived its purpose as encouraging schools to provide opportunities for young people [illegible] service learning experiences [illegible] conventional curriculum. The committee members feel strongly that they cannot and should not dictate what and how a local school system should do this. The real success of any such program depends upon each local school/community's assessing its own needs, interests, and resources and then, with the assistance of young people, designing its own program(s) to meet those needs. The committee members do, however, feel that they should share through this report the results of their own thinking and experience alongwith those of others in the field, especially those coordinating existing programs in North Carolina. It is the sincere hope of the advisory committee that school systems will use this report as a resource guide to spark ideas and to strengthen plans for their own service learning opportunities for high school students.

The advisory committee members reached a consensus on several outcomes they would like to see in North Carolina relevant to high school service learning. They are listed on page 3.

The terms used to describe service learning experiences vary greatly—peer helping, community service, career/work experience, internships, experience-based learning and so on. Underlying all of the various types of service learning programs are common components that could be used as guidelines in the development of successful programs. These components evolved from a review of the literature available, research on successful programs across the country, and the common characteristics of successful programs in North Carolina identified through the advisory committee survey. The theoretical model shown below indicates the key components of any successful and validated service learning experience. Note that the diagram illustrates how the six components interrelate with each other and impinge the student's action and the al success of the service learning

1. Focus, or the pre-action planning stage, includes presenting the task and centering the attention of the student. At this stage, a written agreement, learning contract, job description, and/or plan of action should be developed and signed by the student and appropriate adult(s). This plan should include identification of:
   a. specific learning objectives;
   b. strategies for evaluating the student's growth;
   c. behavior expectations, including the meaning of "school attendance" as it applies to the program; and
   d. method of program evaluation to measure learning gained and objective accomplished.

   The student's responsibilities should be clearly delineated and clearly understood by all parties—student, parents, cooperating agencies, and school officials.

2. Orientation and Training needed by the student to handle the task should be provided. During this stage, the student learns the necessary basic skills and knowledge and becomes familiar with the work setting and personnel.

3. Student Action takes place when the student engages in the service learning project. He or she takes on responsibility and has the opportunity to implement what was planned during the Focus stage and learned during Orientation or Training.

4. Support embodies encouragement of the appropriate kind and amount given to the student by the school, his/her parents, the agency being served and the community-at-large. This positive reinforcement helps to maintain the student's level of motivation and confidence in his/her ability to achieve service/work goals.

5. Feedback, of the appropriate kind and amount, insures the student and teacher/supervisor that learning is taking place. The feedback could be ascertained through observation by the supervising adult(s) and through the student's logging of activities, feelings, and observations in a personal journal.

6. Reflection or Evaluation occurs when the student sorts through and applies the information gained from the experience. Regularly scheduled (weekly or biweekly) seminars which include group discussions, sharing of personal journals, and a final paper and/or class presentation are some of the methods used in this stage. The plan of work developed in the Focus stage may be reviewed so that adjustments can be made as appropriate. Ongoing as well as end-of-program evaluation is essential to successful learning experiences.

he details

When service learning experiences are designed, particularly for settings outside the high school campus, there are some logistical challenges that are different from learning experiences at the school. Many of these logistics have been creatively worked out in the various school systems with service learning programs in North Carolina so they would be good resources for ideas and solutions. In addition, the advisory committee made some suggestions. They are listed below:

Transportation options could include student cars, parent car pools, school cars, school activity buses, cabs, loaned vehicles, agency vehicles, leased cars, bicycles, public buses, walking, and school buses.

Liability insurance is generally included in the school's policies. An additional resource is the National [illegible]y for Internships and Experiential [illegible]tion (124 St. Mary's Street, [illegible]gh, NC 27605; 919/834-7536) which provides inexpensive coverage for off-campus risks and information about issues related to the rights and responsibilities of the school, of the organization where the student serves, and of the individual student.

Ordinarily, absenteeism is not a major problem with most service learning experiences since they are scheduled during a class period or outside of the regular school day. It could be a problem, however, for those students who are active members and/or hold leadership positions in recognized non-school organizations which may necessitate the student's being gone from school one or more days during the school year. Absentee policies vary from one school system to the next, and the learning value of these statewide programs and activities is also interpreted differently within a system by teachers, principals, and other school personnel.

The advisory committee recommends that students not be marked absent from class when they are attending a previously approved, valid learning experience outside of the classroom. Further, the advisory committee suggests that such leadership opportunities be treated as other valid service learning experiences. The student would develop his/her plan of action for the year indicating the learning objectives and when/how these would be met. The designated high school teacher/counselor and/or principal would go over the plan with the student and sign off approval once that stage is reached. Designated adults at the state level would do likewise and serve as contact persons providing what additional information and supervision is needed. The student could maintain a journal, write reports, make class presentations (if appropriate), and confer with his/her designated high school coordinator to help ensure learning benefits from this experience. Grades and credit could be awarded if deemed appropriate.

Absentee policies of local school systems in North Carolina are on file in the State Department of Public Instruction, if this is a logistical need or concern.

High school graduation credit is now given in many high schools to students who participate in service learning programs. Students enrolled in these programs are supervised and evaluated by school personnel, and they receive six or nine weeks grades and semester and year grades (according to the policy of the system). One-half to one full Carnegie Unit of credit is common when the learning goals of the experience are met. The criteria for what is valid for credit are the responsibility of the local school personnel. It is recommended, however, that any type of program that results in credit toward high school graduation should be consistent with the process for service learning as outlined previously.

when service learning experiences are designed, particularly for settings outside the high school campus, there are some logistical challenges that are different from learning experiences at the school

nd walk-a-thons as their way to upport good causes: they stuff nvelopes for the March of Dimes ampaign; Scotland County Girl Scouts eliver Red Cross emergency telephone ackers as they solicit cookie rders; 4H'ers in Winston-Salem do uppet shows about the Eye Care rogram for the Optometrists of merica. The list could go on and on howing numerous examples of how oung people, organizations, and ommunities benefit from the volunteer ervices. However, not all young people re "joiners" or have volunteer service ole models, so are often not involved in hese meaningful and constructive ctivities.

One goal of the advisory committee is o encourage schools to plan and rganize so that they reach out and nclude more of these less-involved s in their programs. The faculty udent government in Lee County n S l have worked together to reate the climate and motivation for olunteer service as have many high chools where student organizations rovide community service activities as rt of their programs.

In Asheville, students may enroll in elective class called Community olunteer. The Governor's Office of nter Affairs has a special High School olunteer Project kit available including course curriculum and resource aterials developed and tested tionally through a three-year grant by e E. K. Kellogg Foundation. These materials have been used and/or adapted by schools across the country to expand the horizons of students and to assist them in gaining the knowledge, skills and experience to be productive citizens. Most schools provide credit for such courses; many others do so for valid volunteer activities; still others, like the Governor's School for Math and Science in Durham require volunteer service for high school graduation.

Service-oriented student programs advance a very vital goal of education, that of graduating responsible citizens who can give service to their families, community, and country and who know the meaning of responsibility, justice, kindness, and moral courage. As students volunteer their time, energy, and talents to a meaningful and worthy cause, they develop and strengthen humane values and their moral character. It is important to enliven a strong service ethic which leads students into caring performance, whether in career, volunteer work or personal relations. Such caring citizens—adult and youth—are needed to enhance the quality of life in our communities across North Carolina and the nation.

Career/Work Experience

This type of service learning enables students to test out their interest in a particular career area by working directly in that field during the semester or school year. Career-oriented programs provide opportunities for students to discover the resources of their school and community and to learn in depth about the particular agency with which they work as interns.

Many schools in North Carolina provide such opportunities (many for elective credit) within the schools for student aides or assistants who work during their study period in the office, library, classroom, or health room. Juniors and seniors at Topsail High School interested in becoming teachers may learn and earn credit for preparing and presenting one teaching unit per six weeks to students in the nearby elementary school. Those youth not interested in working directly with children help catalogue books for the shelves in the new library or assist in the office.

Several school systems have full-blown career internships in which the students learn good work habits as well as gain supervised on-the-job experience in an agency or business in the career area of their choice and interest. The Volunteen/Junior Volunteer Programs through the hospitals offer diverse experiences with patients and in the office and research labs. Greensboro's Mayor has a student intern almost every semester. Community organizations, agencies and businesses there, in Charlotte, Raleigh, and Durham, and many other communities work with the schools and/or Volunteer Services Bureau in the best placement of students.

Internships may be developed for

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Benefits to Student/School/Community: By decreasing student behavior problems in the classroom, this program provides an atmosphere conducive to learning. Recipients learn how to become useful citizens through developing leadership and communication skills and they come to view their abilities and contributions as worthwhile to the community.

Kings Mountain High School, Kings Mountain
Susan Patterson, Reading Teacher
(704) 739-5401

Name of Program: Peer Tutoring

Purposes: Originally a remediation program to work with students who did not pass the competency test, the program expanded to provide assistance to slow learners, including students with emotional handicapps, and learning disabilities and disfunctions, on a one to one and small group basis. Peer tutoring also gives students an opportunity to explore the field of teaching.

Selection: At the end of the school year, the program director speaks to each English class about peer tutoring and distributes applications to interested students. On the basis of their applications and recommendations, students are chosen for one-on-one interviews to determine interest level and motivation. A group discussion follows, allowing for more interaction.

Training: During a two day summer workshop, directors present peer tutors with educational materials, learning activities, and ground rules about behavior expectations. Peer tutors engage in role play as teachers. Once they begin tutoring, they learn quickly through actual experience.

Duties/Activities: Peer tutors concentrate in the subjects of English and math. Some math biology and history. They outline the details of the subject for their student(s) and are often very creative developing graphs, charts, and maps and other new learning materials and activities. Some teachers polish these into acceptable form and use them in class.

Supervision/Evaluation: The peer tutoring director evaluates peer tutors on a bi-weekly basis. The director also evaluates tutors informally every 9 weeks. Supervising teachers evaluate tutors and tutors keep journals.

Credit (grade): Peer tutors receive 1 unit per year of academic credit and a grade based on the above evaluation and the learning materials/activities they develop.

Recommendations, Special Considerations: Selection of supervising teachers who will guide the program firmly is of primary importance.

Benefits to Student/School/Community: The peer tutoring program improves both tutors and tutees self-esteem. It brings together, in a positive learning situation, students who otherwise wouldn't have any association with each other. These students try to maintain friendly relations in and outside the classroom. Peer tutoring is a superb experience for both academically strong and less strong students.

Community Volunteer Service/Leadership

Greensboro Public Schools
Michael Renn, Director of Social Studies
(919)378-9981

Name of Program: Internship in Social Services and Psychology

Purposes: To provide active learning internships. Students work both in the classroom and in designated agencies to develop skills and increase personal involvement in the community.

Selection: Since there are a limited number of community placements available, a team of social service counselors selects participants from their applications. The teacher of the participating class assigns students to agencies.

Training: Interns receive approximately three weeks of basic background training by the classroom teacher before working at an agency.

Duties/Activities: Students carry out internships with various agencies such as parks and recreation, social services, municipal offices, and other institutions.

Supervision: The training teacher becomes the student's coordinator once the student starts work at his/her agency. Interns meet regularly with their coordinators to discuss their agency and the way it fits into the network of agencies serving the community.

Evaluation: Students keep daily journals and the teacher/coordinator visits the student at his/her agency. The student is evaluated by him/herself, the agency supervisor, and teacher/coordinator.

Credit (grade): Interns receive one unit of social studies credit per semester. Their grade is based upon their journal and evaluations.

Transportation: Students and teachers work out transportation, often by car pooling.

Benefits to Student/School/Community: Students learn the meaning and importance of social service. They make contacts which may help them in getting part-time jobs. The

Alamance County Schools
Dr. Ginny Hayes,
Director of Elementary Education
(919)226-8465

Name of Program: Share-A-Book

Purpose: Share-A-Book, a program similar to RIF (Reading is FUNdamental), provides children's books, which have been "out grown" by their current owners to the elementary schools in Alamance County that are not served by a RIF program. The program promotes reading among younger students and also enables older students in the National Honor Society to practice and improve public speaking and leadership skills and to act as community service and volunteer role models for middle school students. The Share-A-Book idea was initiated by the Burlington Woman's Club and is being piloted through the Alamance County Schools.

Selection: Students in the National Honor Society and the Student Council participate in the program.

Planning: Preparation by each principal in a faculty meeting prior to the book drive is crucial to success. The principal should inform teachers about the program and its educational service objectives. The principal should request that teachers designate a student representative in each homeroom responsible for having a decorated Share-A-Book box identified for book deposit. Teachers in the schools plan pre-distribution and post-distribution activities to promote reading.

Training: Participation in Share-A-Book requires no special training.

Duties/Activities: Representatives from the National Honor Society and Student Council help solicit and donate children's books and assist elementary school librarians in screening and distributing these books. The program homeroom representative prepares a collection box with decoration and book deposit identification.

Supervision: The school librarian assists students in screening and distributing the donated books.

Credit (grade): Students do not receive academic credit for participation in the program.

Recommendations/Special Considerations: This project has stimulated much interest among high school students and also some friendly rivalry between high schools with respect to the number of used books collected, sorted, and redistributed. Younger students look forward to receiving their books from older students. The Woman's Club members have created a no/low cost means of promoting reading as well as good relationships with school officials, students, and parents. Share-A-Book is a model program that could be replicated in any school system as long as there is a need.

Raleigh Youth Council, Wake County
Sarah Vann, Director
(919)755-6640

Name of Program: Raleigh Youth Council

Purpose: The Raleigh Youth Council (RYC) is an organization for the high school students of Raleigh to serve as advocates for the city's youth by initiating, organizing and implementing programs and projects beneficial to youth and the community. The RYC enables students to develop their leadership abilities, become involved in civic affairs and realize their full potential as capable responsible young adults.

Selection: Any high school student (grades 9-12) who attends three consecutive Raleigh Youth Council meetings is placed on the membership roll. There is no membership fee.

Training: There is no training program. Students learn and develop skills while active members of the council.

Duties/Activities: Students work together as friends in meeting common goals in employment, education, government, social action, recreation, and volunteerism. As an active member of the North Carolina State Youth Council, the RYC encourages statewide participation in these activities.

Students learn about government by participating in the Youth Legislative Assembly, which involves role playing and dealing with youth-related issues; participating in and co-sponsorship of Youth Involvement Day, during which students are matched with state official counterparts; and through student representation on boards and commissions such as the Parks and Recreation Advisory Board, the Greenway Commission, and Wake Up for Children.

Participants perform community services like fund raising for muscular dystrophy and the March of Dimes; collecting food for the poor; singing Christmas carols at group homes for the aged and mentally retarded; and working with the Summer Youth Employment Service.

The members of Students Against Drunk Driving (SADD) convey the idea that it is not "cool" or acceptable to drive while impaired and emphasize responsible behavior. They bring the issue of drinking and driving out into the open through SADD Days. During these special programs one-on-one discussion is encouraged, counseling tables are set up in lunchrooms, and student assemblies are conducted. The Parent-Child contract they have developed provides youth a

Evaluation: Interns keep a journal in which they evaluate the program as a whole and their particular internship and may make a class presentation of their internship. Community sponsors complete evaluations of student interns.

Credit (grade): Students receive graded academic credit (1/4, 1/2 unit, etc.) for their internship. The teacher sponsor uses the intern's journal, community sponsor's evaluation and the intern's conference discussion to determine his/her letter grade.

Transportation: Interns arrange rides to their internship sites with student and parent drivers and/or by bus.

Liability Insurance: The program has no special insurance; however, there is a liability release form if the community sponsor wants the teacher sponsor and the student to sign it.

Benefits to the Student/School/Community: Many of the interns gain contacts and experience in the internship which help them in applying for jobs or certain college programs. The internship helps students test career choices and see the relevancy of their courses to the working world. Involved teachers learn to use community resources to strengthen their educational program, for example, by bringing in guest speakers from different community agencies.

Recommendations/Special Considerations: The internship program can be adopted on a large scale as in Charlotte or implemented in a smaller way with a few students from a class placed in community agencies. The program has potential to grow as more students, schools, community agencies, and groups are added.

Hyde County Schools
R. A. Tyner, Instructional Superintendent
and Gary Strobel, Radio Station Manager
and Community Schools Coordinator
(919)926-7201

Name of Program: Project Youth Beacon

Purposes: The project provides Hyde County residents with a radio station, a much needed source of communication. It also gives students real-life educational experience, including the opportunity to learn and practice valuable communications skills and to serve the community.

Selection: Although enrollment in the radio station manager's courses is limited to fifteen or fewer, all interested students may participate in some aspect of the program.

Planning: Hyde County had no single means of communication besides the telephone before 1979, when school officials began to plan Project Youth Beacon which provides county residents with a radio station and students with valuable learning experiences in communications fields. Receiving an ESEA grant for the project, officials began a broadcasting station in February 1979.

Training: The radio station manager teaches an introductory and advanced radio class at the WHYC station on the school campus during two fifty-minute periods a day. The introductory radio class focuses on the history of radio and television and involves some on-the-air announcing with Strobel's feedback. The advanced class involves work on "DJ" dubbing and program production. Most participants take both of these courses.

Students not enrolled in Strobel's courses may take a special training program at the station. After observing five two-hour shows and doing one themselves, these students take a test on broadcasting skills. A minumum score or above qualifies them to do independent work at the station.

Duties/Activities: Once qualified, students gather and record news and weather information from ABC news and the National Weather Service forecast, respectively. They revise and broadcast them in their own words, prepare records and serve as disc jockeys, tape public service or school announcements and produce their own programs. Students work at the radio station for two out of the six class periods during the school day or for an equivalent amount of time during the afternoon or night.

Supervision: Students receive instruction, supervision, and feedback from Strobel as they learn and work at the radio station.

Evaluation: Students in Strobel's classes are evaluated on their academic and practical performance. They keep music logs of the records they play as disc jockeys which help them vary the music and broaden their musical horizons.

Credit (grade): Students in both the introductory and advanced classes receive academic credit for a year's elective course.

Transportation: Students who work in the afternoon or at night are responsible for their own transportation to the radio station which is located on the school campus.

Liability Insurance: There is no special insurance for the program.

Benefits to the Student/School/Community: Students gain valuable skills in writing, broadcasting, and other communications skills; improve their speaking, reading, and creative abilities; learn about news audit production, and learn to use sophisticated radio techniques. They provide their

Experience-Based Learning

Martin County High Schools
Alton Hopewell,
Community Schools Coordinator
(919)792-1575

Name of Program: Martin County School Student Exchange Program

Purpose: The primary purpose is to give students without much contact with international cultures the broad experience of living in Germany, learning the language, customs, and lifestyles, and/or to host students when they travel to this country.

Selection: Students in their sophomore year and above who present no behavioral problems are allowed to participate without any academic requirement. Students' applications are screened by a countywide committee.

Training: Since the German language is not taught in Martin County Schools, a 12-15 week course familiarizes participants with the language, culture, food, habits, history, and current issues.

Duties/Activities: Participating students host German exchange students during their three-week German Easter holiday. They take their German peers to school with them, on tours of farms and industries, and trips to Raleigh, Washington, D. C., and the beach. German students become valuable cultural learning resources particularly in social studies and language classes.
The students go to Germany for three and a half weeks in August to live with their host families and attend school with the German students. Group activities include a trip to Berlin in East Germany and a tour of the manufacturing industry. As members of their host families, students are expected to participate in family activities.

Supervision: Both the students and their parents sign papers with students agreeing to participate and obey the rules. The student will be sent home at his/her parents' expense for violating this contract.

Evaluation: Students fill out an evaluation of the program and their experience in Germany. The following year, they develop a slide show on the program and help a tour teacher present it to various civic groups and high schools.

Credit (grade): Students do not receive academic credit for participating in the exchange program. In a previous year, exchange students from Williamston High School kept journals during their stay, wrote reports, and received one-half unit of credit.

Logistics: When the exchange program was first started, Williamston High School employed a national agency to arrange logistics such as transportation and insurance. This year the program includes all four Martin County high schools and the local program coordinator took care of all arrangements.

Liability Insurance: A thirty-one day policy from Sears Farm Insurance covers the trip.

Recommendations/Special Considerations: The school system can work toward awarding academic credit for participation in and proper evaluation of the exchange program. The success of the exchange program depends upon support from civic groups and individuals who give financially and help in the organization and planning. At Williamston High School, the Kaywanettes and the Key Club raise a certain amount of money for each student participating in the exchange program. The school board includes a small amount of money ($200-$300) in the budget for the program.

The Glossary

A few of the many terms commonly used to describe service learning experiences are listed below and defined.

This list of terms is not an exhaustive one, but presents some of the various kinds of formen high school service learning programs could take, depending on the special needs and interests of the student, school and community. Associated with this potpourri of programs are special considerations that need to be addressed.

Apprenticeship

learning by practical experience under the training and supervision of a skilled worker or professional in the field of interest.

Career exploration/career development

opportunities to test out one's interest in a particular career area by working directly in that field.

North Carolina school systems reporting service learning programs

Peer Helping

Alamance County
Alleghany County
Chapel Hill-Carrboro
Charlotte-Mecklenburg
Cleveland County
Craven County
Cumberland County
Dare County
Durham County
Eden City
Franklinton City
Gaston County
Goldsboro City
Greensboro City
Greenville City
Hickory City
Hoke County
Northampton County
Raleigh City
Union County
Wake County
Wilkes County
Wilson County
Winston-Salem/ Forsyth County
Yadkin County

Community Service

Alamance County
Asheville City
Burke County
Caswell County
Chatham County
Cleveland County
Durham County
Greensboro City
Lee County
Robeson County
Wake County
Wilson County
Winston-Salem/ Forsyth County

Career/Work Experience

Bertie County
Buncombe County
Catawba County
Chapel Hill-Carrboro
Charlotte-Mecklenburg
Greensboro City
Greenville City
Hyde County
Lenoir County
Pender County
Washington City
Winston-Salem/ Forsyth County

Experience-based Learning

Alexander County
Greensboro City
Macon County
Martin County
Wake County

There are many organizations that can offer information, data, and suggestions which may be useful in your work with volunteers. Listed below are some of the major organizations:

ACTION
806 Connecticut Avenue, NW
Washington, D.C. 20525
(800) 424-8580

Alliance for Volunteerism
376 Rhode Island Avenue
Mt. Rainer, Maryland 20822
(202) 347-0340

VOLUNTEER
National Center for Citizen Involvement
P.O. Box 3179
Boulder, Colorado 80306
(303) 447-0492

Association for Volunteer Administration
P.O. Box 4584
Boulder, Colorado 80306
(303) 497-0238

National School Volunteer Program, Inc.
Suite 320
701 N. Fairfax Street
Alexandria, Virginia 22314

N.C. Peer Helpers Association
P.O. Box 25691
Raleigh, NC 27611

STANDARDS FOR APPROVING VERMONT'S PUBLIC SCHOOLS

VERMONT STATE BOARD OF EDUCATION
SEPTEMBER, 1984

STANDARDS FOR APPROVING VERMONT'S PUBLIC SCHOOLS

Approval of Public Schools

2100

Statement of Purpose.

The purpose of public school approval is to assure acceptable educational opportunities for all Vermont students regardless of where they live and to set in motion a mechanism for school improvement statewide.

The rules contained in this section (2100) are criteria for approval of public schools through the process detailed in Section 2120. They are not entitlements enforceable through private rights of action.

In the school years 1984–85 and 1985–86, only schools which volunteer will be evaluated through the process detailed in Sections 2100-2127.

The State Board of Education shall assess the progress of implementing the rules contained in Section 2100 at the end of the 1985–86 school year to consider changes that need to be proposed.

Statutory Authority: 16 VSA 164(77), 16 VSA 164(74), 16 VSA 165.

2110

2160.5

Social Studies

General Standard

The school provides a social studies curriculum for students that includes instruction in the history and culture of Vermont, the United States, and the world, including major historical events and the forces and personalities that shaped them. It draws from the fundamental concepts of geography, economics, law and government, psychology, anthropology, and sociology.

Reasoning, civic participation, research, interpersonal and intergroup relations, interpreting maps and globes, understanding time and chronology, analyzing controversial issues, composition, critical reading, and decision-making are taught and assessed. The content is drawn from local, state, national, and world areas. Methods in evidence include the use of small and large group discussion, simulation, case studies, role playing, use of media, questioning, and independent study.

Program Specifications

At all levels:

The General Academic Requirements are met.

Social studies classrooms are outfitted to accommodate the teaching methods listed above.

Students have access to maps, globes, current newspapers, a reference library, copies of historical documents, and media equipment.

At the elementary level:

Students receive instruction in social studies on a regular basis several times a week in grades K-6.

Students in grades 1-6 receive the equivalent of one year of Vermont studies.

Specific instruction is offered in foreign cultures and global awareness.

At the secondary level:

The school's program of study is balanced among Vermont, United States and world history and culture. It includes concepts from all the social sciences.

Students receive experience in a participating citizenship activity.

Students apply the principles of economics to personal and social issues.

Students apply the lessons of history to everyday events.

Students have the opportunity to complete six years of social studies instruction.

Student Performance

Students complete a one-year course in United States history, a one-year course in world history or global studies, and a one-year course drawn from history or the social sciences. Students complete a research or citizenship participation project.

By the time of graduation, students demonstrate and apply reasoning skills to historical and life situations; participate in citizenship activities; interpret maps and globes; analyze controversial issues; apply the lessons of history and the principles of social science and economics to everyday events and issues; and demonstrate an understanding of other cultures and the relationship of other cultures to their own culture and the international scene.

2160.6

The Arts

General Standard

The school's arts curriculum includes the history and appreciation of the arts, drawing, painting, sculpture, graphic design, choral and instrumental music, dance, movement, and drama. The school provides arts experiences within the context of English language arts and social studies.

APPENDIX D

Volunteer/Service Organizations

VOLUNTEER/SERVICE ORGANIZATIONS

Education agencies planning to develop community service programs can contact the following national organizations in order to obtain information concerning model programs, job opportunities for student volunteers, and other related issues. State and local organizations operating within individual states should also be consulted.

1) National Center for Service Learning
806 Connecticut Avenue, N. W.
Washington, D. C. 20525
(800) 922-5599

2) National School Volunteers
701 North Fairfax Street
Alexandria, Virginia 22314
(703) 836-4880

3) National Service Secretariat
5140 Sherier Place, N. W.
Washington, D. C. 20016
(202) 244-5828

4) National Society for Internships and Experiential Education
122 St. Mary's Street
2nd Floor
Raleigh, North Carolina 27605
(919) 834-7536